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Texas has the largest number of migrant workers of any state. Migration begins in March and ends by December. The principal counties where migrants are seasonally employed, and the number of employed workers, are depicted.

Low basic education levels, language problems, and low economic levels are factors that indicate the need to formulate educational programs for migrant workers. Migrant workers have a limited range of saleable knowledge and skills; they usually possess knowledge of only one vocational field, which is agriculture. Such scientific advances as the introduction of widespread use of power equipment on farms greatly influence labor needs, seasons of employment, and skill requirements. Limited homemaking knowledge and skills contribute to low living standards and poor health.

Educational programs are needed for migrant workers. These include basic education courses in English and arithmetic; citizenship and safety courses; courses in homemaking, child care and development, and sanitation methods; and occupational training.

The appendix contains maps that show the migration of Texas farm workers from January 1955 through December 1955.

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REPORT ON

the

EDUCATIONAL NEEDS

of

MIGRANT WORKERS

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Prepared by the Texas Education Agency
at Request of House Interim Committee
on Migrant Labor Created by HSR No. 164,
Third Called Session, Fifty-Seventh Legislature

ED002642

TEXAS EDUCATION AGENCY

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

AUSTIN, TEXAS

Telephone
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To Members of the House Interim
Committee on Migrant Labor:

The Texas Education Agency herewith submits a report on the Educational Needs of Migrant Workers requested by the House Interim Committee on Migrant Labor.

Included in the report are data and information relating to the significant illiteracy rate existing in the adult Texas population and suggestions for study of the educational needs of these citizens.

The Texas Education Agency is pleased to submit this report and expresses the desire to be of such further assistance to this Committee as may be requested.

Respectfully submitted,

J. W. Edgar
Commissioner of Education

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EDUCATIONAL NEEDS OF MIGRANT WORKERS

The Migrant Worker Defined

The domestic migrant worker is a person who moves within the State or across State lines from one job to another with his home beyond normal commuting distance of places where he works. Some of these laborers migrate no farther than to the county adjacent to their home county, while many engage in short-term seasonal farm work in Texas far from their homes and in distant States, such as Illinois, Michigan, Wisconsin, Florida, California, Oregon and North Dakota.

Patterns of Migration

The following map depicts the major directions of the migratory movement of domestic agricultural workers, originating principally in California, Texas and Florida.

Chart I.

TRAVEL PATTERNS OF SEASONAL MIGRATORY AGRICULTURAL WORKERS

U. S. Public Health Service Publication No. 540, Published in 1960.

There are five major and several minor migration patterns. The major patterns of migration are described as follows in "Farm Labor Fact Book," published in 1959 by the U. S. Department of Labor:

1. The east coast movement begins during the winter, with the migration of farmworkers out of the Southeastern States to work in the Florida harvest. There it joins with farmworkers living in Florida, and is further swollen by the addition of others from Puerto Rico and Texas. With Florida as the jumping-off ground in the spring, and gathering unto itself additional numbers on the way, it moves up the coast. Some parts eventually reach into New England. From September on through the fall, the movement recedes, until it is localized in Florida about December. This movement is made up chiefly of Negroes, traveling either in personally owned automobiles, or buses and trucks owned by crew leaders. About 50,000 workers are involved.

2. The sugar-beet and fruit movement begins in Texas in April, and flows up into the North Central, Mountain, and Pacific Northwest States. Because there is little work in sugar beets after mid-July, the workers move into other crops and States. Some 75,000 workers, almost entirely of Mexican descent, are involved annually in this migratory movement.

3. The Southwest's cotton harvest movement also originates in Texas. Starting in the Lower Rio Grande Valley, the people move first up through Texas, and then westward into New Mexico, Arizona, and southern California. The movement lasts through July to late December, and involves some 100,000 interstate and intrastate workers, chiefly of Mexican descent, traveling in groups, together with their families.

4. The Western States movement involves over 100,000 workers, chiefly in southern California and other Pacific Coast States, who work up and down the Pacific coast on the harvesting of a wide diversity of crops, chiefly vegetables, fruits, and nuts. Their harvest work lasts approximately from May through December.

5. The wheat and small grain harvest movement also starts in Texas and works north, in the form of combine crews, ending in Montana, North Dakota and even in Canada. About 50,000 men are involved. Most of their work is related to machine operation.

The Texas Migrant Situation

Texas has largest number of migrants of any State

Texas has the largest migrant farm labor force of any State. Of more than 500,000 domestic migrants, approximately one-fourth, or 127,000 of them, were Texans in 1961. The Texas migrants worked in this State and in thirty-eight other States. Texas uses more intrastate migrants and produces more interstate migrants than any other State.

According to data supplied by the Texas Employment Commission, approximately 90,000 Texas migrant farm workers in 1961 traveled to other States for seasonal employment, with large numbers of them working in this State also, either or both on their way out of the State and while returning to their home counties. Approximately 37,000 Texas migrant farm laborers worked entirely within this State.

Migration of workers from their home bases begins principally in March and continues for many months, with May being the month of peak migration. The majority of migrants are back in their home counties during the period of December--February, though many return to their home bases prior to this time.

Charts A through L in the Appendix of this report depict the migration of Texas farm workers each month of the year. Though these charts are based upon Texas Employment Commission records for 1955, the patterns of migration presently are similar to the patterns for that year.

Principal counties in Texas where migrants are seasonally employed

The following table, supplied by the U. S. Public Health Service, gives estimates for 1960 of the number of domestic agricultural migrant workers employed in seasonal work in ninety-eight Texas counties having approximately 100 or a larger number of such workers at the peak of the normal crop season. In addition to the number of employed migrant workers, figures are given also as to the number of persons, both workers and non-working dependents, who traveled with them.

Table I.

Domestic Agricultural Migrants in Ninety-Eight Texas Counties in 1960 at Peak of Normal Crop Season

County	Workers	Workers and Dependents	Crop Season Peak	Span of Crop Season
Andrews	90	140	May 15	May 10-June 1
Armstrong	120	180	July 15	June 10-Nov. 10
Bailey	4,100	6,150	Nov. 15	June 20-Dec. 5
Baylor	190	275	Oct. 15	June 10-Nov. 30
Bee	450	675	July 15	June 10-Aug. 31
Bell	850	1,300	Sept.15	May 10-Oct. 20
Borden	150	225	Oct. 15	June 15-Nov. 1
Brazoria	450	675	Aug. 15	Aug. 1-30
Briscoe	500	750	Nov. 15	June 20-Dec. 5
Cameron	3,700	5,550	July 15	July 1-Aug. 31
Carson	225	350	July 15	June 10-Dec. 5
Castro	2,300	3,450	Nov. 15	June 20-Dec. 5
Childress	1,500	2,250	Oct. 15	June 20-Dec. 5
Clay	130	190	Oct. 15	May 20-Dec. 15
Cochran	3,000	4,500	Nov. 15	June 20-Dec. 10
Collin	2,300	3,400	Sept.15	Jan. 10-Oct. 20

Table I. (continued)

County	Workers	Workers and Dependents	Crop Season Peak	Span of Crop Season
Collingsworth	850	1,300	Oct. 15	June 20-Dec. 5
Cooke	100	150	Sept.15	Sept. 10-30
Coryell	190	275	Sept.15	May 20-Oct. 15
Cottle	1,200	1,800	Oct. 15	June 10-Dec. 10
Crosby	6,150	9,250	Nov. 15	June 10-Dec. 10
Dallam	550	825	June 15	June 10-Dec. 5
Dawson	725	1,100	Oct. 15	Jan. 10-Dec. 5
Deaf Smith	1,600	2,400	July 15	June 20-Dec. 5
Delta	130	190	Oct. 15	Sept. 10-Oct. 30
Denton	400	600	Sept.15	Sept. 10-Oct. 20
Dickens	1,000	1,550	Nov. 15	June 20-Dec. 10
Dimmit	70	110	Apr. 15	Apr. 1-May 1
Donley	700	1,050	Oct. 15	June 20-Dec. 5
Ellis	2,250	3,400	Sept.15	Jan. 10-Oct. 30
Falls	200	300	Sept.15	Sept. 1-30
Fannin	100	150	Sept.15	July 1-Sept. 30
Fisher	1,350	2,050	Nov. 15	June 10-Nov. 30
Floyd	2,350	3,550	Nov. 15	May 25-Dec. 10
Fort Bend	3,200	4,800	Aug. 15	July 25-Sept. 30
Gaines	525	775	Oct. 15	Jan. 10-Dec. 5
Garza	800	1,200	Nov. 15	June 10-Dec. 5
Gray	90	140	July 15	June 15-Dec. 5
Hale	4,500	6,750	Nov. 15	May 25-Dec. 10
Hall	2,200	3,300	Oct. 15	June 20-Dec. 10
Hansford	600	925	June 25	June 20-Dec. 5
Hardeman	160	250	Oct. 15	Sept. 10-Nov. 30
Harris	300	450	Aug. 15	Aug. 1-Sept. 30
Hartley	350	525	June 15	June 10-Dec. 5
Haskell	1,650	2,450	Oct. 15	June 10-Nov. 30
Hidalgo	1,250	1,900	July 15	May 15-Aug. 31
Hill	2,350	3,500	Sept.15	Mar. 10-Oct. 20
Hockley	9,500	14,250	Nov. 15	June 20-Dec. 5
Howard	225	325	Sept.15	June 15-Dec. 5
Hunt	1,500	2,250	Sept.15	Jan. 10-Oct. 30
Hutchinson	225	350	June 25	June 20-Nov. 20
Jim Wells	550	825	Aug. 15	July 25-Aug. 31
Johnson	250	350	Sept.15	Apr. 15-Oct. 30
Jones	1,300	1,900	Nov. 15	June 15-Dec. 10
Karnes	450	675	June 15	June 10-Aug. 31
Kaufman	400	600	Oct. 15	June 1-Nov. 10
Kent	400	600	June 15	June 10-Dec. 5
King	275	425	Nov. 15	June 20-Dec. 5
Kleberg	200	325	Aug. 15	Apr. 15-Sept. 15
Knox	1,450	2,150	Oct. 15	June 10-Nov. 30
Lamar	875	1,300	Oct. 15	Sept. 1-Oct. 30
Lamb	9,450	14,150	Nov. 15	June 20-Dec. 10
Limestone	120	180	Oct. 10	Sept. 1-Oct. 10

Table I. (continued)

County	Workers	Workers and Dependents	Crop Season Peak	Span of Crop Season
Lipscomb	120	170	July 15	June 20-July 20
Live Oak	400	600	June 15	June 10-Aug. 31
Lubbock	12,100	18,150	Nov. 15	June 20-Dec. 15
Lynn	3,200	4,800	Oct. 15	Feb. 20-Dec. 5
Martin	225	350	Sept.15	June 15-Dec. 5
McLennan	900	1,350	Sept.15	May 15-Oct. 30
Midland	120	180	Oct. 15	Sept. 15-Nov. 15
Mitchell	1,350	2,050	Nov. 15	June 15-Nov. 30
Moore	170	250	June 25	June 20-Dec. 5
Motley	400	600	Oct. 15	June 20-Dec. 15
Navarro	800	1,200	Sept.15	June 1-Oct. 30
Nolan	675	1,000	Nov. 15	July 1-Nov. 15
Nueces	5,650	8,450	Aug. 15	Apr. 10-Sept. 20
Ochiltree	625	950	June 25	June 20-Dec. 5
Oldham	90	140	July 15	June 20-Aug. 20
Parmer	1,400	2,100	July 15	June 20-Dec. 15
Rains	200	300	Sept.15	Sept. 10-Oct. 20
Randall	180	275	June 15	June 15-Nov. 10
Red River	450	675	Oct. 15	Sept. 10-Oct. 30
Refugio	950	1,400	Aug. 15	Apr. 10-Sept. 20
Runnels	140	200	Oct. 15	May 25-Nov. 15
San Patricio	4,550	6,850	Aug. 15	Apr. 10-Sept. 20
Scurry	1,050	1,550	Nov. 15	June 15-Nov. 30
Sherman	350	550	Nov. 15	June 20-Dec. 5
Stonewall	190	275	Oct. 15	June 10-Nov. 15
Swisher	1,500	2,250	Nov. 15	June 20-Dec. 15
Taylor	275	425	Oct. 15	Sept. 15-Nov. 15
Terry	3,900	5,850	Nov. 15	Jan. 20-Dec. 10
Throckmorton	110	170	Oct. 15	Sept. 10-Oct. 20
Tom Green	190	275	Oct. 15	May 10-Nov. 30
Wheeler	180	275	Oct. 15	June 10-Dec. 5
Wichita	325	475	Oct. 15	May 20-Nov. 10
Wilbarger	200	325	Oct. 15	Sept. 20-Oct. 20
Willacy	1,050	1,575	July 15	Apr. 15-Aug. 31
Yoakum	1,150	1,700	Nov. 15	May 25-Dec. 5

Principal counties in Texas where migrant workers are home based

Approximately ninety-five per cent of Texas migrants are of Mexican origin and have their homes in South Texas, principally south of San Antonio to the Border and Gulf, with the heaviest home-base concentration being in the Lower Rio Grande Valley. Specifically, the Texas counties shown in Table II were the principal home-based concentrations of migrants in 1961, according to data supplied by the Texas Employment Commission.

Table II.

Highest Home-Based Concentration of Migrant Workers by Texas Counties in 1961

(78 counties having 50 or more workers who migrate)

Rank of County	County	Number of Migrant Workers
1	Hidalgo	24,753
2	Cameron	9,713
3	Bexar	7,266
4	Webb	4,661
5	Nueces	4,466
6	Maverick	4,438
7	Zavala	3,975
8	Starr	2,213
9	Willacy	2,140
10	San Patricio	1,648
11	Travis	1,205
12	Val Verde	1,107
13	Dimmit	1,097
14	Uvalde	999
15	McLennan	824
16	Jim Wells	728
17	Kleberg	648
18	El Paso	614
19	Medina	535
20	Frio	533
21	Brooks	530
22	LaSalle	497
23	Williamson	477
24	Atascosa	415
25	Hale	410
26	Wilson	395
27	Lubbock	388
28	Karnes	383
29	Hays	368
30	Zapata	365
31	Caldwell	353
32	Harris	349
33	Bowie	320
34	Bell	282
35	Duval	271
36	Bee	247
37	Dallas	241
38	Tarrant	223
39	Guadalupe	208
40	Falls	182
41	Deaf Smith	179
42	Brazos	165
43	Taylor	153
44	Wharton	143
45	DeWitt	133
46	Victoria	129
47	Jones	124
48	Lamb	121
49	Grimes	117
49	Dawson	117
50	Terry	110
50	Houston	110
51	Menard	100
52	Tom Green	97
53	Cottle	94
54	Scurry	91
55	Lamar	88
56	Lynn	85
57	Haskell	83
58	Comal	82
59	Coleman	79
59	Fort Bend	79
60	Gonzales	76
61	Burleson	73
61	Brazoria	73
62	Jim Hogg	69
63	Swisher	67
64	Bastrop	66
65	Presidio	65
66	Smith	62
67	Cass	60
68	Castro	56
69	Knox	55
70	Galveston	54
71	Howard	53
72	Wilbarger	51
73	Milam	50
73	Gregg	50

Important Factors Related to Formulating Educational Programs Needed by Migrant Workers

I. Low Basic Education Level

Migrant workers have been on the move most of their lives and many have no education at all. A U. S. Department of Agriculture study, entitled "Migratory Farm Workers in the Midcontinent Stream," summarized the educational achievements of Texas Spanish-speaking migrants as follows:

> "One-third of them had no education and only five per cent had any education above the grade school level. The usual situation was for them to have had from three to six years of schooling, or for the older workers, no schooling at all."

There is a significant high percentage of functionally illiterate adults -- those who have not completed the first five grades of school -- in counties having the highest home-based concentration of migrant workers. Texas counties having the highest home-based concentration of migrant workers were given in Table II. In Table III, which follows, is given the number of adults in these counties who are twenty-five years of age and older and who have completed less than five years of school. Also given in this table is the percentage of these adults as compared to the total population in each county. These data are from the 1960 United States Census of Population.

The 1960 Texas population was 9,581,528. Of this total, 669,215 persons aged twenty-five and above, or seven per cent, have completed less than five years of school. As shown in Table III, this percentage is greater than the State-wide average of seven per cent in most of the counties having the highest home-based concentration of migrant workers, indicating a correlation of migrancy and illiteracy may exist in many of these counties, or that migrancy is a factor contributing to illiteracy.

The complete data by county on numbers and percentages of the total population of persons twenty-five years and older who have completed less than five years of school are given in the Appendix of this report.

Table III.

Rank of Counties with Largest Number of Migrant Workers, Number of Persons 25 Years and Older Who Have Completed Less Than Five Years of School, and Percentage This Number Bears to Total Population in Each County

County	Rank of County in Number of Migrant Workers		Total Population in County	Persons 25 Years and Older Completing Less than Five Years of School	
	Rank	Number		Number	Per Cent of Total Population
Hidalgo	1	24,753	180,904	33,480	18.5
Cameron	2	9,713	150,098	23,455	15.5

Table III. (continued)

County	Rank of County in Number of Migrant Workers		Total Population in County	Persons 25 Years and Older Completing Less than Five Years of School	
	Rank	Number		Number	Per Cent of Total Population
Bexar	3	7,266	687,475	61,740	9.0
Webb	4	4,661	64,791	11,298	17.4
Nueces	5	4,466	221,573	21,637	9.8
Maverick	6	4,438	14,508	2,926	20.1
Zavala	7	3,975	12,696	2,845	22.4
Starr	8	2,213	17,137	3,809	22.2
Willacy	9	2,140	20,084	3,717	18.5
San Patricio	10	1,648	45,021	3,688	8.2
Travis	11	1,205	212,136	13,403	6.3
Val Verde	12	1,107	24,461	2,951	12.1
Dimmit	13	1,097	10,095	2,116	21.0
Uvalde	14	999	16,814	2,437	14.4
McLennan	15	824	150,091	8,949	6.0
Jim Wells	16	728	34,548	4,903	14.2
Kleberg	17	648	30,052	3,006	10.0
El Paso	18	614	314,070	23,606	7.5
Medina	19	535	18,904	2,395	12.6
Frio	20	533	10,112	1,969	19.5
Brooks	21	530	8,609	1,439	16.7
LaSalle	22	497	5,972	1,420	23.8
Williamson	23	477	35,044	2,650	7.6
Atascosa	24	415	18,828	3,108	16.5
Hale	25	410	36,798	2,486	6.8
Wilson	26	395	13,267	2,267	17.1
Lubbock	27	388	156,271	6,959	4.5
Karnes	28	383	14,995	2,382	15.9
Hays	29	368	19,934	2,615	13.1
Zapata	30	365	4,393	1,003	22.8
Caldwell	31	353	17,222	2,297	13.3
Harris	32	349	1,243,158	56,757	4.6
Bowie	33	320	59,971	4,527	7.5
Bell	34	282	94,097	4,055	4.3
Duval	35	271	13,398	2,426	18.1
Bee	36	247	23,755	2,576	10.8
Dallas	37	241	951,527	34,757	3.7
Tarrant	38	223	538,956	18,590	3.4
Guadalupe	39	208	29,017	3,366	11.6
Falls	40	182	21,263	2,671	12.6
Deaf Smith	41	179	13,187	819	6.2
Brazos	42	165	44,895	3,157	7.0
Taylor	43	153	101,078	3,744	3.7
Wharton	44	143	38,152	4,672	12.2
DeWitt	45	133	20,683	2,975	14.4

Table III. (continued)

County	Rank of County in Number of Migrant Workers		Total Population in County	Persons 25 Years and Older Completing Less than Five Years of School	
	Rank	Number		Number	Per Cent of Total Population
Victoria	46	129	46,475	4,512	9.7
Jones	47	124	19,303	1,347	7.0
Lamb	48	121	21,896	1,496	6.8
Grimes	49	117	12,709	1,892	14.9
Dawson	49	117	19,185	1,691	8.8
Terry	50	110	16,286	1,076	6.6
Houston	50	110	19,376	2,068	10.7
Menard	51	100	2,964	313	10.5
Tom Green	52	97	64,630	4,014	6.2
Cottle	53	94	4,207	372	8.8
Scurry	54	91	20,369	917	4.5
Lamar	55	88	34,234	2,725	8.0
Lynn	56	85	10,914	1,220	11.2
Haskell	57	83	11,174	910	8.1
Comal	58	82	19,844	2,256	11.4
Coleman	59	79	12,458	710	5.7
Fort Bend	59	79	40,527	5,705	14.1
Gonzales	60	76	17,845	2,767	15.5
Burleson	61	73	11,177	1,514	13.5
Brazoria	61	73	76,200	4,071	5.3
Jim Hogg	62	69	5,022	1,093	21.8
Swisher	63	67	10,607	493	4.6
Bastrop	64	66	16,925	2,302	13.6
Presidio	65	65	5,460	881	16.1
Smith	66	62	86,472	4,330	5.0
Cass	67	60	23,496	1,963	8.4
Castro	68	56	8,923	475	5.3
Knox	69	55	7,857	597	7.6
Galveston	70	54	140,364	8,690	6.2
Howard	71	53	40,139	1,807	4.5
Wilbarger	72	51	17,748	1,188	6.7
Milam	73	50	22,263	2,386	10.7
Gregg	73	50	69,436	3,611	5.2

A summary of Table III reveals the following data:

1. The ten highest ranking counties in number of migrant workers have a much higher illiteracy rate than the State-wide average of <u>seven</u> per cent, with

   a. Three having above 20 per cent
   b. Four having above 15 per cent
   c. Three having less than 10 per cent but above the seven per cent State-wide average

2. The illiteracy rate of the total of seventy-eight counties included in this table compares as follows with the State-wide average of seven per cent:

   a. Fifty-three of the seventy-eight counties have a higher percentage than the State-wide average of seven per cent with

      (1) Seven having above 20 per cent
      (2) Twelve having from 15 plus to 20 per cent
      (3) Twenty-one having from 10 to 15 per cent
      (4) Thirteen having less than 10 per cent but more than 7 per cent

   b. Twenty-five of the seventy-eight counties have seven per cent or less

Twenty-three Texas counties have an illiteracy rate of 15 per cent and over. All but four, or nineteen of these counties, are in the group of seventy-eight counties having the highest home-based concentration of migrant workers listed in Tables II and III.

The problem of illiteracy in Texas is not confined to migrant workers. Texas, with nine and one-half million population, has approximately 670,000 persons twenty-five years of age or older with less than five years of schooling. Only New York State, with a population of seventeen and one-half million, has more illiterates -- 785,000.

Table IV shows the population twenty-five years old and over and gives the number and percentage of <u>this age group</u> with less than five years of school completed.

Table IV.

Persons 25 Years Old and Over
With Less Than 5 Years of School Completed

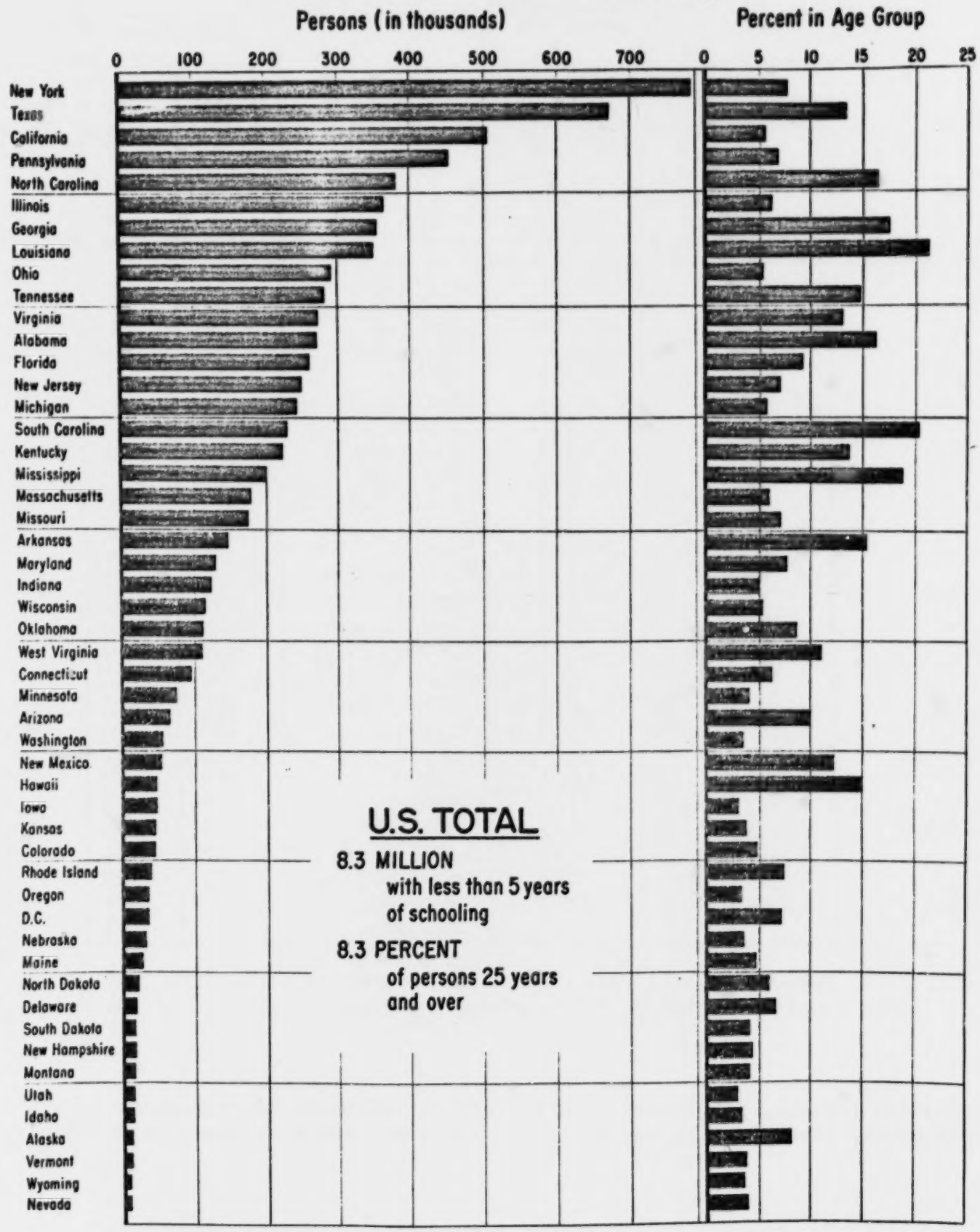
State	Population 25 years old and over			State	Population 25 years old and over		
	Number (000's)	Persons with less than 5 years of school completed			Number (000's)	Persons with less than 5 years of school completed	
		Number (000's)	Per cent of population in age group			Number (000's)	Per cent of population in age group
UNITED STATES	99,438	8,302	8.3				
Alabama	1,670	273	16.3	Missouri	2,493	176	7.1
Alaska	105	9	8.2	Montana	356	15	4.1
Arizona	661	66	10.0	Nebraska	791	29	3.6
Arkansas	964	148	15.4	Nevada	160	6	3.9
California	8,869	505	5.7	New Hampshire	345	15	4.4
Colorado	941	44	4.7	New Jersey	3,600	251	7.0
Connecticut	1,482	93	6.3	New Mexico	445	54	12.2
Delaware	246	16	6.6	New York	10,124	785	7.8
D. C.	461	33	7.2	North Carolina	2,307	380	16.5
Florida	2,845	261	9.2	North Dakota	324	19	6.0
Georgia	2,015	355	17.6	Ohio	5,378	292	5.4
Hawaii	309	46	15.0	Oklahoma	1,300	112	8.6
Idaho	340	11	3.3	Oregon	996	33	3.3
Illinois	5,808	365	6.3	Pennsylvania	6,606	453	6.9
Indiana	2,550	124	4.9	Rhode Island	498	37	7.4
Iowa	1,541	46	3.0	South Carolina	1,136	231	20.3
Kansas	1,216	45	3.7	South Dakota	360	15	4.1
Kentucky	1,610	223	13.8	Tennessee	1,912	282	14.8
Louisiana	1,639	349	21.3	Texas	5,031	672	13.4
Maine	534	25	4.7	Utah	419	12	2.8
Maryland	1,693	130	7.7	Vermont	213	8	3.8
Massachusetts	3,011	180	6.0	Virginia	2,083	274	13.1
Michigan	4,217	244	5.8	Washington	1,577	54	3.4
Minnesota	1,845	74	4.0	West Virginia	1,000	110	11.0
Mississippi	1,065	201	18.8	Wisconsin	2,175	115	5.3
				Wyoming	174	6	3.6

Source: U. S. Department of Health, Education, and Welfare based on 1960 census data supplied by the U. S. Department of Commerce, Bureau of the Census.

Chart II, which follows, illustrates graphically the position of each State in numbers of persons twenty-five years of age and over with less than five years of schooling.

Chart II.

Persons 25 and Over with Less Than 5 Years of Schooling



Source: U. S. Department of Health, Education, and Welfare based on 1960 census data supplied by the U. S. Department of Commerce, Bureau of the Census.

Table V below ranks the States for the 1960 year as to percentage of population twenty-five years old and over with less than five years of school completed, and shows the relation of the States to the percentage for the United States.

Table V.

Per Cent of Population 25 Years Old and Over
With Less Than 5 Years of School Completed

State	Rank	Per Cent	State	Rank	Per Cent
Utah	1	2.8	Pennsylvania	27	6.9
Iowa	2	3.0	New Jersey	28	7.0
Idaho	3	3.3	Missouri	29	7.1
Oregon	4	3.3	D. C.	30	7.2
Washington	5	3.4	Rhode Island	31	7.4
Nebraska	6	3.6	Maryland	32	7.7
Wyoming	7	3.6	New York	33	7.8
Kansas	8	3.7	Alaska	34	8.2
Vermont	9	3.8	UNITED STATES		8.3
Nevada	10	3.9	Oklahoma	35	8.6
Minnesota	11	4.0	Florida	36	9.2
South Dakota	12	4.1	Arizona	37	10.0
Montana	13	4.1	West Virginia	38	11.0
New Hampshire	14	4.4	New Mexico	39	12.2
Maine	15	4.7	Virginia	40	13.1
Colorado	16	4.7	Texas	41	13.4
Indiana	17	4.9	Kentucky	42	13.8
Wisconsin	18	5.3	Tennessee	43	14.8
Ohio	19	5.4	Hawaii	44	15.0
California	20	5.7	Arkansas	45	15.4
Michigan	21	5.8	Alabama	46	16.3
Massachusetts	22	6.0	North Carolina	47	16.5
North Dakota	23	6.0	Georgia	48	17.6
Illinois	24	6.3	Mississippi	49	18.8
Connecticut	25	6.3	South Carolina	50	20.3
Delaware	26	6.6	Louisiana	51	21.3

Additional data relating to the problem of low educational achievement are shown in the following Table VI. Data in this Table were compiled for 1960 by the United States Bureau of the Census. New York is the only State ranking above Texas in the number of persons eighteen years old and over who completed less than six years of school. Ten States have a higher percentage than the 15.7 per cent of persons in Texas eighteen years of age and older who completed less than six years of school and forty States, including the District of Columbia, have a lower percentage.

Table VI.

Number and Per Cent of Population Eighteen Years Old and Over Completing Less Than Six Years of School

State	Population 18 years old and over (1960 Census)		
	Number	Persons who completed less than 6 years of school	
		Per Cent	Number (1000's)
50 States & D. C.	115,121,165	10.1	11,349
Alabama	1,976,723	19.1	378
Alaska	137,271	9.6	13
Arizona	784,732	11.7	92
Arkansas	1,117,449	18.0	201
California	10,267,717	6.7	688
Colorado	1,104,808	5.5	61
Connecticut	1,674,719	7.4	124
Delaware	283,253	7.7	22
Florida	3,270,286	10.8	353
Georgia	2,409,972	20.6	496
Hawaii	381,859	17.6	67
Idaho	399,307	3.9	16
Illinois	6,642,185	7.4	491
Indiana	2,963,134	5.7	169
Iowa	1,770,269	3.5	62
Kansas	1,407,066	4.3	61
Kentucky	1,897,987	16.2	307
Louisiana	1,941,666	24.9	483
Maine	620,172	5.5	34
Maryland	1,964,620	9.0	177
Massachusetts	3,439,753	7.0	241
Michigan	4,864,471	6.8	331
Minnesota	2,130,486	4.7	100
Mississippi	1,273,465	22.0	280
Missouri	2,860,692	8.3	237
Montana	414,359	4.8	20
Nebraska	911,423	4.2	38
Nevada	185,743	4.6	9
New Hampshire	396,506	5.2	21
New Jersey	4,056,632	8.2	333
New Mexico	541,812	14.3	77
New York	11,446,057	9.1	1,041
North Carolina	2,781,579	19.3	537
North Dakota	380,813	7.0	27
Ohio	6,198,321	6.3	390

Table VI. (continued)

State	Population 18 years old and over (1960 Census)		
	Number	Persons who completed less than 6 years of school	
		Per Cent	Number (1000's)
Oklahoma	1,513,146	10.1	153
Oregon	1,138,060	3.9	44
Pennsylvania	7,504,330	8.1	608
Rhode Island	578,144	8.7	50
South Carolina	1,390,118	23.8	331
South Dakota	418,351	4.8	20
Tennessee	2,252,829	17.3	390
Texas	5,941,021	15.7	933
Utah	508,542	3.3	17
Vermont	247,583	4.4	11
Virginia	2,502,267	15.3	383
Washington	1,825,907	4.0	73
West Virginia	1,158,076	12.9	149
Wisconsin	2,498,653	6.2	155
Wyoming	202,510	4.2	9
District of Columbia	544,321	8.4	46

II. Language Problems — As previously indicated in this report, approximately 95 per cent of migrant workers in Texas are of Mexican descent. Large numbers of them have the problem of being unable to read or write, either in Spanish or English.

III. Low Economic Level — According to the Texas Committee on Migrant Farm Workers, 125 days of work was the average per migrant worker in 1959 and 1960, and this Committee stated further it is probable the average for 1961 was even lower. According to data supplied by the United States Department of Agriculture, the wages earned by migrant farm workers in 1959 in all types of work averaged $911.

Economically, according to a report of the United States Department of Labor, the migrant occupies the lowest level of any major group in the American economy. Since many migrants are employed in family groups, income per family or household is perhaps more significant than income per individual worker. No national statistics on average family income of domestic migrants are available. A study in Florida of South Texas migrants working in one area of that State in 1956 revealed that the average family consisted of 6.5 members, of whom three were workers with average earnings per household being $2,256. The median income of all households in the United States in 1956 was $4,783.

The low economic level of these workers and their mobility deprive themselves and their families of an adequate diet, clothing, housing, school opportunities, good health conditions and family stability.

Limited range of salable knowledge and skills

Migrant workers are principally seasonal laborers performing detailed hand labor in cultivating and harvesting a variety of crops.

The majority of migrant workers come from non-industrialized agricultural areas. With low educational achievement and no vocational training, these people possess only limited knowledge of one vocational field--agriculture. They possess little in the way of specialized skills required in service and industrial occupations.

Migrant workers of necessity in supporting themselves and families will continue to seek employment in the only work they know and they will endeavor to sell their services in manual labor in the fields and orchards wherever these may be, for they, like most men, have the urge to survive and to support themselves and their loved ones.

Mechanization in agriculture

The introduction of widespread use of power equipment on farms, along with other scientific advances, has a significant impact on labor needs, seasons of employment and skill requirements.

One example of mechanization is found in the substitution of tractors for horses and mules in supplying the power needed in farming operations. In 1920, 2,300,000 horses and mules were used on Texas farms as contrasted with only 9,048 tractors. In 1954, 277,013 tractors were used on the farms of this State while the number of horses and mules had declined to 300,499, a decrease of two million animals used for farm power.

Along with this change to mechanized power, which has increased significantly since 1954, has come a large variety of other mechanical equipment such as trucks, corn and cotton pickers, self-propelled combines, feeders, loaders, elevators, milking machines, farm shop equipment, and many other mechanical developments.

Following is a report on "Mechanization and the Texas Migrant" prepared by the Texas Council on Migrant Labor:

> "The use of machinery in crops that previously depended upon hand labor has accelerated very rapidly in Texas as well as in the other 38 states to which our Texas migrant farm workers migrate in search of work. In Texas the big crop that for many years has been the mainstay of migrant employment is cotton, which has traditionally given work to over 75,000 of our domestic migrants from the start of the picking in South Texas in June to the end of the cotton stripping season in West Texas in late December.

"The increase in the use of cotton harvesting machinery all over Texas has been so rapid over the last two or three years that it has become a major economic threat to the livelihood of the many thousands of migrants who have depended on it for a living. A few figures will serve to illustrate the situation: Until three years ago only about 6% or 7% of the cotton in South Texas was machine picked, and the total number of machines probably did not exceed one hundred. During the 1961 crop season about 75% of South and Central Texas cotton was machine picked, and the number of picking machines in Texas now is over 4000, most of them concentrated in the Lower Rio Grande Valley, the Coastal Bend, and Central Texas.

"In West Texas, where stripping is the principal method of harvesting cotton, the stripping machine has been in increasing use for a number of years. During the last few years over 60% of the crop in the South Plains area has been machine harvested; at present it is estimated that there are at least 30,000 stripping machines in the State. These are mostly concentrated in the South Plains area; however, machine stripping is also increasing rapidly in the Blacklands and other areas of Texas.

"Since similar increased use of machinery is taking place in harvesting other crops in the states to which our farm workers migrate, such as sugar beets, potatoes, snap beans, etc., it is becoming increasingly difficult for the Texas migrants to find steady employment during the crops season. In 1959 and 1960 our total of 105,000 Texas migrants found, on the average, only about 125 days of farm work during the annual migration; in 1961 they probably did not even find this many days of work. It seems clear that since these workers are not skilled in other work and cannot, as a rule, secure industrial employment, they will become unemployed in increasing numbers from now on. This poses a serious problem to the communities in South Texas where they have their homes, as these communities are entirely unprepared to sustain the large concentrations of underemployed and unemployed with which they will be faced. Thus the problem becomes a matter of concern to the State, requiring study and remedial measures on the part of the State authority.

"The out-of-State migration increased from 65,000 in 1960 to 90,000 in 1961, whereas the instrastate migration decreased from 40,000 in 1960 to 36,800 in 1961, believed to have been caused by increased mechanization in cotton harvesting in Texas."

Reports from several States indicate the effects of mechanization in relation to migrant workers. Following are comments from some of these States:

Oregon: "The need for continued education becomes more apparent when consideration is given to the changes toward mechanization in harvesting agricultural crops. The Department of Labor and Employment predicts that within fifteen years Oregon will be using only one-fourth of the

migrant labor that is presently being used. If this trend continues, as appears likely, most of the migrants who are presently harvesting our crops will be available for other employment. If they do not receive an adequate education, they will probably fall on the welfare rolls and become lifetime burdens to the State. The average expense of maintaining an individual on welfare is $1,000 per year."

Mississippi: "There was a time when we had considerable migration of farm laborers, particularly Mexicans. I have checked with the Employment Service here and they tell me that with machine cotton harvesting, they are having practically no calls for additional farm laborers."

Missouri: "Cotton picking and corn picking are now mechanized in Missouri. Little migrant labor is used."

Maryland: "The problem of migrant workers is becoming less each year with the changing agricultural patterns in Maryland."

Arizona: "Our migrant laborers have been reduced to a minimum because of their replacement with machinery, especially in the harvesting of cotton."

New York: "Each year increasing farm technology forces thousands of migrants to seek nonfarm work and ultimately throws them into chronic unemployment because of their lack of other skills."

According to a May 1961 report from the Bureau of Employment Security of the U. S. Department of Labor, there has been a significant increase in demand for skilled seasonal workers and a corresponding decline in demand for unskilled labor in agriculture.

Limited homemaking knowledge and skills — The low educational level of migrant workers, their low economic status, inadequate housing at home base and in labor camps, as well as lack of training in fundamental homemaking skills and knowledge contribute to low living standards and conditions and poor health.

The following statement from the study, "Children in Migrant Families," prepared by the United States Department of Health, Education and Welfare, illustrates the limited homemaking knowledge and skills of migratory parents:

> "One basic lack that affects the whole life of the migrant worker and his family is the lack of education. Poorly schooled or illiterate, the migrant worker is chained to a low occupational level by his ignorance. Parents in such families often lack enough knowledge about nutrition, child rearing, homemaking, or budget management to give their children as much as they might for maximum growth and

development, physically, emotionally, or socially. The constant movement of the families makes it almost impossible for their children to gain an education, thus perpetuating the serious proportion of illiteracy among migrants."

Many migratory parents and their children do not understand or use properly living facilities, such as toilets, showers, bedding, kitchen appliances, and garbage disposal containers.

A 1960 California study entitled "Children in Migrant Families" disclosed the following facts:

> "A 1960 study done in Fresno, California, disclosed the following facts: The average family unit was composed of six persons; 50 per cent of the families had no family doctor, and 87 per cent had no health insurance; 59 per cent of the children under age 3 had not received immunizations against diphtheria, whooping cough, tetanus, or smallpox."

Home and family living instruction could materially assist migratory parents to realize the imperative need for immunization, increase realization in the minds of parents of the importance of maintaining better sanitary conditions, and instruct them in basic fundamentals of home care of the sick.

The study entitled "Children in Migrant Families," referred to above, further states:

> "Counseling and family education are necessary when parents have little knowledge of good child rearing practices, nutritional requirements, adequate housekeeping standards, etc. These families need to be informed of existing health services and they need assistance in finding and getting these services."

Because migrant families have such low economic status, instruction in such areas as sewing and clothing construction, preparing economical and nutritious meals, repairing furniture and household appliances, and instruction in other homemaking knowledge and skills should assist them in having higher living standards.

These parents also seriously need instruction in child care and development, sanitation in the home and family and community relationships.

Mobility of migrant workers

Mobility of migrant workers has been described in previous sections of this report. The fact that they are on the move away from their homes during the year poses problems in formulating and conducting educational programs they need. However, the majority of them are at home during the three-months period of December--February and many are home-based for longer periods.

Needed educational programs can be formulated, organized and conducted for migrant workers by seeking and securing the understanding, cooperation and counsel of organizations, groups and individuals sincerely interested in migratory workers, through counseling with these workers themselves and understanding their culture, problems, needs and their important contributions to the Texas economy, and through wanting earnestly enough to help them receive the basic, fundamental, vocational and family life education they need so much and deserve to have as citizens of Texas.

Development of Educational Programs for Migrant Workers in Other States

Information relating to educational programs for migrant workers in other States, summarized below, was secured through questionnaires sent to State Departments of Education in all of the States. Other sources of information included publications of the Department of Health, Education and Welfare and other agencies of the national government, publications of Governors' Commissions and Legislative Councils studying problems of migrant workers and their families, and hearings on legislative proposals in the Congress on educational and other needs of migrant children and adults.

Many States reported no programs for either migrant adults or children, stating that few migrant workers were employed. Several States reported that lesser numbers of migrants were being employed than formerly because of the increasing mechanization of agriculture.

According to information received, only a small number of programs have been conducted specifically for migrant workers. Several reports stated that basic education courses and vocational programs enrolling resident adults were also open to migrant workers. Some States, though reporting no programs for migrant workers, made reference to plans for such programs or suggested the need for these programs.

California: Hundreds of literacy classes are conducted in the State. These are open to both resident and migrant adults. Hundreds of vocational education classes for adults are also conducted, with these open to both migrant and resident adults.

Through the educational project for seasonal farm families in Santa Clara County, classes have been conducted for eight summers. Beginning with conversational English classes held in camp sites, the program has been enlarged to include preparation for citizenship and drivers' license tests, use of dry skim milk, home canning of fruits and vegetables, the benefits offered by the social security program, first aid classes and health education. In spite of weariness after working in the crops ten hours, it has been possible for these adults to come to school buildings located in two areas near farm labor camps. Usually, however, attendance is better if adequate facilities can be found in camp sites.

In the Santa Clara program, classes in sewing and nutrition have been offered to migrant women for several years.

Plans in Santa Clara, California, are to start a pilot project in shop training for migrant men. With the conversion of agricultural lands to industrial areas, more and more of these men will need a machanical skill, a trade, to earn their future livelihood.

Suggestions for classes in the home bases of migrants are made by Santa Clara officials as follows: "Classes in carpentry, mechanics, welding, painting, etc. should be offered to migrant men in their home bases where many families are facing lean months of seasonal unemployment."

In Santa Clara, they have found "migrant adults quick to respond to instruction that was practical to their needs and eager for the fellowship of teachers who possess a genuine interest in equal opportunities for everyone."

In San Jose, conversational English classes for Mexican-American adult migrants have been conducted in a labor camp. A group of approximately fifty students have attended English classes each of the past five years from 7:30 to 9:00 p.m., two to four nights a week.

Suggestions from California with regard to education of families who follow the crops included the following:

(1) Need for increased retraining of adult farm workers as mechanization of agriculture increases obsolescence of former skills.

(2) Need to strengthen communications between educational officials offering retraining services and the farm workers themselves, since these workers frequently do not know about classes that are available to them, with many of them not being able to read or write English.

(3) Need for training to be offered in locations within reach of farm workers.

(4) Need for cooperation between all organizations and agencies concerned with the welfare of seasonal farm workers and the workers themselves in planning educational and retraining programs.

(5) Retraining for skills in a variety of seasonal tasks could be a positive step toward full employment for a large segment of the agricultural work force, with these retraining programs being planned with knowledge of farm jobs that will become obsolescent within the next few years, and with these programs meeting the felt-needs of farm workers.

(6) In all cases possible, because of long work days for adults, lack of child care facilities, and transportation costs, classes should be in farm labor camp sites or areas where workers live.

Colorado: The Colorado State Department of Education has recommended that local school boards, parent-teacher association groups, civic and religious groups develop adult education classes for migrants.

Florida: Like California, Florida has a large adult education program. Classes in literacy education, fundamental education and vocational education are open to migrant workers as well as resident adults. Particularly, these classes are found in the following Florida counties: Dade, Broward, Collier, and Palm Beach.

In a 1961 study by the Florida Legislative Council, the following recommendations were made:

(1) Establish training programs for domestic workers in the more skilled and year-round agricultural jobs, with pay rates that will assist in retaining such key workers in agricultural employment.

(2) More vocational training courses should be included in the curriculum in schools where migrant children are enrolled.

(3) A program of adult education should be developed that will reach the grower, the crew chiefs, the workers, and others in the community where migrant workers live.

Territory of Guam: Education in Guam is free up to the college level, with migrants availing themselves of the opportunity for education in the programs being conducted. Americanization or naturalization courses are conducted for those who are eligible for naturalization. Other areas of instruction are in mathematics, English, commercial subjects, and many courses in vocational education including training in carpentry, small motor mechanics, auto mechanics, electrical work, painting, upholstery, repair of appliances, training for bakers, and other courses.

Idaho: A class in sewing has been conducted and a class in fundamental auto repairing and maintenance is planned for the 1963 year.

Illinois: Following is a summary of the program for migrants and other adults conducted in Chicago:

Many of the adults who came to Chicago were illiterate and unable to find employment and take their part in community life because of their inability to read and write English. Others needed to be taught skills in order that they might get better jobs and become more productive citizens.

Alerted to the magnitude and urgency of the problem with which Chicago was faced, due to the migration of vast numbers of people from the rural areas of some of our States and Puerto Rico, the Americanization and Adult Education Division of the Board of Education developed special programs to meet the emergency.

Literacy classes for those who were illiterate in the 3-R's were organized in schools, settlement houses, community centers, branch libraries, park field houses, housing projects, churches, Y.M.C.A.'s, Y.W.C.A.'s, industries, and stores. Education was taken to the people where they were and at hours during the day and evening when it was convenient for workers and mothers to attend.

The readiness of Chicago institutions and agencies to participate in these school sponsored adult education programs was highlighted by the fact that as of July 1960, more than 100 major organizations saw for themselves a responsible role in the educational, informational, or service process.

Night classes were organized for new residents who were on relief. This program has been underway for three years and as a result many of the occupationally illiterate new residents have obtained better jobs.

At the request of the Illinois State Employment Service and the Chicago Commission on Human Relations, an experimental project was carried on for 8 weeks during the summer of 1959 for women migrants from rural areas of the South who were handicapped in securing employment by their lack of education, skills, and work experience. Approximately 240 women completed the course held in the Home Economics laboratory of a Chicago high school and the State Employment Service was able to place nearly all of these women in jobs after completing the course.

The philosophy and objectives of the training program for domestic workers under the auspices of the Americanization and Adult Education Program, Board of Education, city of Chicago were stated as follows:

> Among the thousands of newcomers to Chicago are many women from the rural areas of Puerto Rico and the southern United States. Despite the many job opportunities which exist in Chicago for both skilled and unskilled workers, these women are handicapped in securing employment by their lack of education, skills, work experience, and by those unfamiliar with ways of living in a big city.
>
> With an acute shortage of domestic workers in this area, these women would be suitable for this type of work, but employers are unwilling to hire help with no previous records of work in the city and with no experience or training in this type of work.
>
> In an effort to help these women to qualify for jobs, the Division of Americanization and Adult Education expanded the scope of its educational activities to include a vocational training course for domestic workers.
>
> The following objectives were established for this program:
>
> To acquaint newcomers with ways of living in a big city
>
> To develop good habits of personal hygiene and grooming

To develop essential understanding and skills
To provide practical experience in domestic work which will serve as a recommendation of a worker's ability
To develop reliable and efficient workers
To enable newcomers to obtain steady employment
To assist new residents in making a satisfactory and happy adjustment to their new environment.

In planning this course, arrangements were made to secure the use of a model apartment in a Chicago public high school. An experienced home economics teacher was assigned as the instructor of the class.

Plans were made for a highly concentrated course, with daily, 5 hour sessions for a period of one week. Enrollment was limited to a group of 30 women. These students were referred to the class by the Illinois State Employment Service. For many of these women it was their first experience in seeing a completely furnished apartment typical of those occupied by average Chicago families.

The curriculum was to include demonstrations and practical experience in the following area: The use and care of household equipment, proper methods of household cleaning, the use and care of laundry, equipment, and basic fundamentals of child care.

During the final class session of each course, an evaluation was made cooperatively by teachers and students of the course content in relation to student. In some cases, it was recognized that some students needed to return for additional training.

As an experimental project this class was conducted for 8 weeks during the summer of 1959. Approximately 240 women completed the course. The Illinois State Employment Service was able to place the majority of these on jobs.

The success of this first program of its type has resulted in many requests for additional classes which will be conducted in other high schools. Classes were offered four evenings a week from 6:30 to 9:30 p.m. Areas of instruction include:

Personal Hygiene and Good Grooming
Use and Care of Modern Household Equipment and Appliances
Proper Methods of Household Cleaning
Proper Use and Care of Laundry Equipment
Child Care and Development

A number of new services have been added to those provided by the Americanization and Adult Education Division. Newly organized classes in parent education were offered to help parents solve the many new problems which they must face in a modern American urban community and to help provide the kind of family

life best suited for child growth and development. This program included a series of discussions on practical family finance, conducted by a teacher who was a recognized specialist in this field, and including budgeting, saving, insurance, and buying on time.

Classes in nutrition, sewing and good grooming have been organized and seem to have a strong appeal for the migrant adults.

Indiana: In the Family Service Adult Educational Program in East Chicago, Indiana, programs have been established and conducted to assist people of several nationalities who had moved to that community. Sixty-two per cent of the families were Negroes, thirty-two per cent were Mexicans and Puerto Ricans, and six per cent were Indian, Cuban and mixed white and colored. Seventy per cent of the Mexicans and Puerto Ricans could not converse in English.

Many of the families had little or no knowledge of such basic things as how to plan a meal, how to market for quality, how to make simple repairs to furniture or clothing, or how to perform many other homemaking duties. Classes in English, home nursing, clothing and other homemaking education courses were conducted.

In addition to organized classes, consultants work with individual families on problems relating to housekeeping and family relationships and sixty-six meetings were held on educational topics regarding everyday living.

The educational objectives of these programs are to create a desire within the families for better living standards within their resources, participation by family members in programs for community improvement, assist these people in solving their own problems and give them a better understanding of the role of citizens in a democracy.

Louisiana: In 1950 the Louisiana State Legislature under Act 252 established a program of Adult Academic Education, with funds provided by the State for paying teachers to teach adults in the public schools and for the necessary administration on a State level. The appropriation by the 1950 Legislature was for $25,000 which has been increased periodically until now the amount provided is $350,000 annually.

Included in the purposes for establishing this program in Louisiana were:

1. To eliminate adult illiteracy.
2. To decrease unemployment.
3. To contribute to the welfare of its citizens and improve the economy in the State.
4. To achieve the democratic ideals of providing opportunities for adults to become educated citizens in order to have greater economic security and more desirable personal lives.

The program in Louisiana is for adults nineteen years of age or older who have not completed a high school education. The program is free to these adults except for workbooks and supplies. In the program in Louisiana, adults can complete the requirements for the certificate of equivalency signifying high school graduation. This certificate, which is awarded to the adult completing the adult academic education program, is recognized as being equivalent to the high school diploma awarded students in the regular school program. This certificate is awarded by the Louisiana State Department of Education.

Reports from Louisiana educators include the following statistics relating to the values of their adult academic education program. These values include:

> Students' educational levels were upgraded 1.8 grades per year of study; enrollees gainfully employed rose from 46 per cent before the course to 65 per cent afterward; average annual income of enrollees increased by 23 per cent; 22 per cent earned promotions in their employment; 16 per cent enrolled in college; 14 per cent went on to vocational schools; 19 per cent purchased homes; 23 per cent influenced their spouses to enroll in adult education classes; 39 per cent induced their spouses to pursue other avenues of education; and, significantly, 47 per cent reported that they had been able to help their children to remain in school.

Moreover, Louisiana educators report that the Adult Education Academic Program makes sense in dollars and cents in that the State will receive $4.59 returned for every dollar invested in this program through increased sales tax collections alone because of the gain in income of students completing the program. In addition, the Louisiana State Department of Education stresses other social and economic benefits to the State, the individuals and their families, such as causing a reduction in unemployment and the number of welfare recipients.

Maine: The only courses reported by this State were Americanization programs, training for naturalization, with this training available to residents of the State.

Minnesota: Migrant workers, while employed in Minnesota, are encouraged to attend classes in English and other subjects available to them in adult education.

Mississippi: In 1960, Mississippi expanded its basic adult education program to include elementary education, citizenship training, health education and vocational education programs in job training and retraining, and adult vocational homemaking education programs.

New Jersey: An experimental program in vocational training has been conducted for both migrant adults and migrant boys and girls. In this program training has been given in the building and maintenance of model cabins, auto mechanics, preparing nutritious meals, and clothing construction and renovation.

New York: This State expanded its State aid for adult education in 1945. At present, 320 communities offer Americanization and elementary education for adults. This program serves foreign-born adults, both alien and naturalized, and native-born adults with less than an elementary school education. These courses in fundamental education are free.

The program of adult education in New York State is open to both resident and migrant adults. These programs include courses in literacy training and other fundamental education classes conducted by the public schools in the adult education program as well as homemaking education courses for migrant mothers.

Members of migrant committees in New York State have been impressed with the desire of migrants for education. They state that "given a decent chance to improve his education or that of his children, the migrant will make every effort to do so; how teachers have been impressed and often humbled by the sight of migrants, who, having completed an arduous day of fourteen hours' length in the fields, will eat their evening meal hastily or even miss it entirely in order to attend classes so they can improve their education."

North Dakota: No training programs specifically for migrants are conducted but they are permitted to enroll in any adult education training program being conducted in the area of the State in which they are employed.

Oregon: Though Oregon does not report any adult education programs for migrant workers, they report a need for these programs, particularly in view of the need for agricultural workers to be trained for other employment because mechanization is reducing the number of jobs for them in agriculture.

Commonwealth of Puerto Rico: The Commonwealth of Puero Rico, through its Department of Education, conducts an extensive English program for adults. This program has been organized to help those persons planning to travel to the United States, including migrant workers, understand and be able to speak and write in English and to help them understand American people through orientation on the customs and traditions and the way of life of Americans.

The program is offered as a five-month course on practical English, with classes meeting three times a week in two-hour sessions. Classes are held

in the afternoons or evenings. These courses are offered during the months when the number of potential migrant workers is greatest on the Island of Puerto Rico. These months are for October through April.

The emphasis in the course is on practical English which the immigrants and migrants are expected to need in situations in which they will be employed in the United States. More than 60,000 adults have been enrolled in the program since 1953.

In addition to the English instruction, the adults are given information to orient them for their work in the United States, such as information on working conditions, transportation, social and religious customs, and housing. This program in English instruction is organized and conducted in seventy-seven towns on the Island of Puerto Rico.

The program is financed from Commonwealth funds of Puerto Rico and is administered by the Assistant Secretary of Adult Education of the Puerto Rican Department of Education, who approves the program upon the recommendation of superintendents of schools in districts where the classes will be taught.

Washington: General education programs in literacy training, composed of reading and writing English instruction, for itinerant farm workers are conducted during the harvest season. This season lasts for three months. Most of these workers are from southern States.

Vocational education courses are conducted in several fields relating to fruit and vegetable harvesting. These include courses of instruction related to the picking, packing, and sorting of various fruits, such as apples, peaches, pears, apricots, and cherries, and the care and harvesting of various crops, such as beans and tomatoes. Classes in sewing and other homemaking courses are conducted.

Two additional courses are planned, one in orchard pruning and the other for workers in fruit farming.

Wisconsin: General adult education courses in English and other fundamental courses as well as vocational education courses are available to migrant workers where these programs are offered by Wisconsin public schools. Though no specific programs are organized solely for migrant workers, they, along with resident adults, can enroll in the courses being offered.

Texas: No training programs specifically designed for migrants are known to be operating in the State. The Austin Public Evening School conducted a class for adults in 1962 to teach them how to read the English language. A few Texas schools have conducted Americanization courses for adults and some have conducted classes to assist people prepare for naturalization examinations.

In the Laredo Area Redevelopment Program, having as its purpose the training of unemployed persons for available employment in that area, several courses have been organized in which some migrant workers may have been enrolled. These courses are conducted by the Laredo Public Schools and Laredo Junior College. Occupations for which unemployed persons have or are being trained in Laredo are: Auto Mechanics; Farm Machinery Maintenance, Repairing and Operation; Housekeeper; Irrigator; Machine Tool Operator; Salesperson--General; and Export-Import Stenographer.

Recommended Implementation of Educational Programs Needed by Migrant Workers

Implementation of educational programs needed by migrant workers will require decisions to be made in the following areas:

1. What types of programs are needed?
2. Where should needed programs be located--in home-based concentrations of migrant workers and/or in places to which they migrate?
3. How can teachers be obtained and trained?
4. What specialized instructional materials are needed?
5. Can programs for migrant workers and programs for educationally deficient adults be correlated or combined?
6. What administrative, supervisory and consultative services should the Texas Education Agency provide these programs?
7. How should these programs be financed?
8. Should further studies be made? If they should, how can such studies be organized and conducted?

I. What types of programs are needed?

In analyzing the section of this report entitled "Important Factors Related to Formulating Educational Programs Needed by Migrant Workers," there is significant evidence supporting the need of migrant workers for the following types of educational programs:

A. Basic and Fundamental Education

Basic Education (Literacy courses)

1. Basic English Courses in Reading, Writing and Speaking the English language for:

   a. Adults who cannot read, write or speak the English language.
   b. Adults who have not completed five years of school, are deficient in their reading, writing and speaking skills and need to improve these skills.
   c. Adults who have completed five years of school but continue to be deficient in the basic skills of reading, writing and speaking the English language.

2. Arithmetic Courses for adults who have received no basic education or training in arithmetic or who are deficient in the basic arithmetic skills necessary in daily living and employment.

Fundamental Education
(Essential for Individuals in Meeting
Citizenship Responsibilities)

1. Citizenship Education, including the legal responsibilities and rights of citizens in the community, State and Nation, other civic and community responsibilities and opportunities, and sources for securing information and legal assistance on contracts, taxes, insurance and related subjects.

2. Safety Education, including driver training and traffic regulations; first aid; fire prevention in the home, the community and in employment; accident prevention in the home, community and in employment; and other subjects related to safety.

Basic and Fundamental Education Programs, principally, are recommended to be conducted in the home-based areas where migrant workers live. However, since instructional equipment would not be involved to an appreciable extent in these programs, they could also be conducted in areas to which workers migrate for seasonable employment and conducted in evening classes.

B. Vocational Education

1. Homemaking Education. Particularly significant is the evidence found in preparation of this report supporting the need for homemaking education for migrant worker families to improve their living conditions in communities where they are home-based and in the labor camps and other places where they migrate to work. Included in the educational program they need is instruction to assist them in:

   a. Improving housing conditions when needed and otherwise unattainable, through minor repairing, repainting, renovating, replacing and improvising.
   b. Increasing knowledge of nutrition.
   c. Preparation of nutritious, economical and balanced meals.
   d. Child protection, guidance and development and the importance of children attending school regularly.
   e. Home care of the sick, including keeping home medicines and supplies in the house, how to secure medical and health services, and the importance of vaccinations and health examinations.
   f. Home and family sanitation, including knowledge of sanitation regulations, hygiene, sanitary disposal of waste, pest control, and determining that the water supply is safe.

g. Providing adequate clothing for the family, including selection of appropriate clothing and materials, learning how to sew and make garments, renovating, repairing, laundering, and clothing care.
h. Home management, including budgeting and spending the family income wisely, and managing the time, leisure, recreation and family relationships for satisfactory home and community living.

The educational program described above is recommended to be conducted in the home-based areas of migrant families when they will have more time to attend classes than during migration periods. Additionally, as a part of this program, or as specialized instruction to assist families to prepare to migrate, the following instruction is suggested:

a. Preparing for the trip and to be away from home.
b. Planning the items to take, such as clothing, bedding, medicine, first aid items, mending equipment, cooking utensils, some food, etc.
c. Suggestions relating to living in labor camps, including care of housing facilities provided, use of equipment provided, improvement of housing and facilities when needed, sanitation and hygiene, sources of health and medical services, and planning for recreational and other activities of the family.
d. Child care and development, including protection of children, activities and plans for children while the mother works, enrolling children in school and the importance of regular school attendance.

Principally, Homemaking Education programs are recommended to be conducted in the home-based areas where migrant worker families live. However, homemaking teachers can be of significant instructional service to migrant families in labor camps and other places where they live in Texas while away from their home bases by conducting short courses, workshops and conferences, including individual counseling and instruction in the home, to assist them in improving home and housing conditions when needed; teach them in the home care of the sick; teach them how to prepare low-cost nutritious meals; how to repair and renovate clothing, furniture and other items; proper care, protection, guidance and development of children; sources of medical and health services; and assisting them in solving problems connected with living in labor camps and other places during the seasonal employment period.

Homemaking education teachers who are bilingual can also teach courses in Basic Education in reading, writing and speaking the English language to migrants in Texas labor camps and other places during seasonal employment periods.

Much of the knowledge and skills needed by migrant worker families can be accomplished through organized classroom instruction.

Follow up of instruction is also an important and effective part of the program, with the teacher counseling with migrant worker families in their homes and giving them individual instruction in solving their specific home problems.

Teachers of Homemaking Education programs should conduct their programs in close relationships with health and welfare groups and others who are working with migrant families to improve their living conditions.

Advisory committees appointed by school officials in each community where homemaking education programs for migrant worker families are organized should be formed and used to advise the schools as to the areas of instruction these families need. Membership on these committees should be composed of people who are acquainted with these needs, including members of migrant families.

2. Occupational Training. Particularly significant is the evidence found in preparation of this report supporting the need for occupational training for migrant workers. Their low income, averaging $911 annually per worker, results in migrant laborers occupying the lowest economic level of any major group in the American economy.

Increasing mechanization in the field of agriculture, principal employment occupation of migrants, and the limited range of salable skills and knowledge of these workers present further hazards to an improvement of their present low economic status.

For many of these workers of low educational achievement, or none at all, a high priority of educational need is Basic or Literacy Education. This need for basic educational achievement is not only important in the life of the worker as an individual, but it is important also for him to be able to receive occupational training in courses requiring reading, writing, speaking and arithmetical skills.

Enrollment in basic education courses and satisfactory achievement in them would be desirable prior to entering occupational training programs requiring basic education skills, or, concurrent enrollment in basic education and occupational training programs would be desirable.

Effective occupational training, using oral and visual instruction, enriched with considerable "show how" demonstrations and teaching, tryout by students under teacher supervision, and use of repetitive drills until knowledge and skills are acquired, can be accomplished with students of low basic education.

Many people of low educational achievement are eager for learning and improvement of their educational and economic status. Surely, they should be afforded these opportunities. Many migrant workers

have exceptional aptitudes and potential ability that should be developed through education and training. Many, with these opportunities, can be highly skilled in the occupations and professions.

In organizing training programs for migrant workers, advisory committees appointed by school officials in each community where these programs are conducted should be formed and used to advise the schools as to the types of programs needed. Membership of these committees should be composed of representatives of agricultural, business, industrial, and other occupational groups, educators and other people who are acquainted with occupational opportunities, job knowledge and skill requirements, and training needs. Membership on these committees should include migrant workers.

a. Planning occupational training programs. Planning these programs should include the following training objectives that can be accomplished in the home-base areas of migrant workers:

   (1) To prepare workers who previously have been migrant workers, but desire to be trained to enter occupations in their home-base areas, in surrounding areas, or in the State.

   Planning these pre-employment programs will require occupational surveys to determine the types of occupations in which the trainees can become employed upon satisfactory completion of the training programs. The Texas Employment Commission, working with local employer groups, local advisory committees, local schools and other groups, can provide leadership and effective procedures for making these surveys.

   The Texas Employment Commission also has an organized testing and counseling program for determining the aptitudes of unemployed people who desire to be referred to training programs to be trained for occupational employment. The Texas Employment Commission also is organized to make referrals to employers of people completing training programs when employers have vacancies.

   (2) To equip workers who are planning to continue to migrate to jobs in agriculture, or other fields, with the necessary knowledge and skills needed to be efficient in those jobs, and to assist them to be trained for better than "stoop labor" employment when such employment is available and when migrant workers desire these jobs and can be trained for them.

(3) To provide skill training that will assist migrant workers in improving housing and home conditions in home-base areas and in labor camps and other places to which they migrate, such as repairing and refinishing furniture, house repainting, making or repairing window and door frames and screens, minor repairing of automobiles and trucks, fumigating and use of insecticides, and other areas of training.

(4) To provide other basic occupational training, counseling and guidance related to several occupations, with the training objective being to give the enrollees exploratory training and guidance in order to assist them and the schools to determine the types of occupations in which they are interested and for which they have the necessary aptitudes and qualifications.

b. Examples of training objectives in planning occupational training programs in the home-base areas of migrant workers to train them and other unemployed people for employment in these areas, surrounding regions, or in the State. These objectives and programs would be planned primarily for people with low basic educational achievement and no previous employment experience in the following occupations:

(1) Auto mechanics repairman helper
(2) Auto body repairman helper
(3) Building maintenanceman
(4) Chemical service company worker
(5) Cotton gin and oil mill worker
(6) Dairy farm and plant employee
(7) Driver salesman and driver salesman assistant
(8) Farm machinery operator
(9) Farm machinery repairman
(10) Farm machinery company employee
(11) Fertilizer company employee
(12) Fruit and vegetable grader
(13) Fruit and vegetable harvester
(14) Fruit and vegetable packer
(15) Fruit and vegetable processor
(16) Food service worker--bus boy, dish washer, cook, other
(17) Forestry worker
(18) Gas and oil distributor to farms
(19) Greenhouse and nursery worker
(20) Grain elevator worker
(21) Herdsman
(22) Household appliance repairman helper
(23) Household employee
(24) Irrigator
(25) Landscape service worker
(26) Livestock ranch worker
(27) Laundry worker
(28) Meat processing plant worker

(29) Municipal services worker
(30) Night watchman
(31) Office helpers--sorters, packers, other
(32) Parking lot worker
(33) Poultry workers--graders, packers, processors
(34) Sewing machine operator
(35) Service station helper
(36) Sheep shearer
(37) Shoe repairman
(38) Stock helper in stores
(39) Truck driver
(40) Upholsterer
(41) Used car lot helper
(42) Warehouseman
(43) Welder helper

Programs should be planned for areas of employment that require higher knowledge and skills than do some of the occupations given in the examples above, for many migrant workers and other unemployed people have the education and/or the aptitudes to be successful in highly skilled occupations.

Programs should also be planned for employed people to assist them in increasing their occupational efficiency and to prepare them for advancement in employment.

Occupational training programs are recommended to be conducted principally in the home-based areas and regions where migrant workers live during periods of the year when they are at home. Some of these courses might be conducted in migration periods away from home base. However, considering the courses in which instructional equipment is an important factor and considerable time also is required, it is not considered feasible to conduct such courses away from the home base areas of migrants.

II. Where should needed programs be located?

Location of training programs, generally, was discussed in the section above. Following is a summary of these discussions:

A. Basic and Fundamental Education courses, principally, should be conducted in home-based areas when migrants are at home during the year, because more time for these courses is available at home base than when the workers are engaged in seasonal employment. When conducted in home base areas, it is also recommended that other educationally deficient adults in those areas be afforded these educational opportunities.

It is also feasible to conduct Basic and Fundamental Education courses in locations where migrant workers are seasonally employed with classes held after working hours principally.

B. Homemaking Education courses, principally, should be conducted in home-base areas when migrant workers are at home during the year, since more adequate time would be available for conducting comprehensive homemaking instruction than would be available in places where migrant workers live during seasonal employment.

It is feasible, however, to conduct short courses, workshops and individual instruction in communities and areas where migrant families are seasonally employed to assist them in solution of many housing, child care and development and other homemaking and family problems they have in migrant labor camps and other places where they live during seasonal employment.

C. Occupational Training programs, principally, should be conducted in home-base areas when migrant workers are at home during the year. Many of these courses require instructional equipment and more time than would be available during the seasonal employment of migrant workers away from home. However, some courses that do not require considerable time or appreciable amounts of instructional equipment can be conducted in communities and areas of seasonal employment of migrant workers.

D. Plans for location of educational programs needed by migrant workers recommended for consideration.

Plan 1--In home-based counties of highest concentrations of migrant workers. Under this Plan, educationally deficient adults would also be eligible for enrollment in classes.

Table III, page 7 through 9 of this report, shows seventy-eight Texas counties of highest home-based concentration of migrant workers. Included in this Table also are the number and percentage to total population of persons 25 years and older who in 1960 had completed less than five years of school. Though data are not available, it is highly probable that many, even a majority of the number of migrant workers are also included in the number of educationally deficient adults, for migrant workers, typically, have low levels of education, many having none at all.

Following are recommendations for consideration relating to Plan 1:

1. Consider making available Basic and Fundamental Education programs in each of these counties. All of them have 500 or more migrant workers and/or educationally deficient adults, except Cottle County with 466 and Menard County with 413.

2. Consider making available Homemaking Education programs for migrant worker families and educationally deficient adults in each of these counties.

3. Consider making available Occupational Training programs for migrant workers and educationally deficient adults in each of these counties.

Provided programs are organized for both migrant workers and educationally deficient adults, classes in many of these seventy-eight counties could be organized and conducted throughout the year.

4. Financing Plan 1. There are 83,926 home-based migrant workers and 479,440 educationally deficient adults in these seventy-eight counties, or a total of 563,366. As indicated above, it is highly probable the actual total is less than this number since many migrant workers have low educational achievement, some none at all.

   These adults need educational programs to increase their educational achievements, improve their home conditions and to increase their occupational knowledge and skills in order to have greater opportunity for stable and full-time employment in the Texas economy.

   No exact data are available upon which to estimate the cost of these educational programs in these seventy-eight counties during the 1963-65 biennium. It is suggested that consideration be given to appropriation of $175,000 for each year of this biennium for:

   a. Reimbursing public schools and public junior colleges 100 per cent on the salaries and necessary travel of full-time instructional personnel, when needed, and part-time personnel when less than full-time personnel are sufficient to conduct the program in each county.

   b. Reimbursing schools 100 per cent on necessary instructional equipment and supplies when such equipment and supplies are necessary to be purchased for these programs and the equipment owned by schools for other programs cannot be used for these programs.

   c. Appropriating $17,500 each year of the biennium to the Central Texas Education Agency for:

      (1) The salary and necessary travel of one full-time Educational Consultant of Adult Education -- salary of approximately $8,000 annually and travel of approximately $2,000 per year -- to assist schools in developing quality programs, assisting in training teachers to teach adults, and being responsible for general direction and supervision of the program, including supervision of instructional material development.

      (2) Developing and distributing to schools appropriate instructional materials for these programs, or contracting for this work with a State college or

university, or more than one if necessary. Estimated cost of providing instructional materials is $5,000 per year.

(3) Paying other necessary costs of the Central Texas Education Agency, such as office equipment, supplies, telephone, freight, postage and other administrative expenses -- $2,500.

Plan 2--In home-based counties of highest concentrations of migrant workers. (Only migrant workers would be eligible for enrollment in classes under this Plan.)

Following are recommendations for consideration under Plan 2::

1. Consider making available the programs recommended in Plan 1: Basic and Fundamental Education, Homemaking Education and Occupational Training, in these seventy-eight counties where sufficient numbers of migrant workers and migrant families would be enrolled to justify the courses offered.

2. Financing Plan 2. As indicated under Plan 1, there are 83,926 home-based migrant workers in these seventy-eight counties. Thirteen of these counties have 1,000 or more home-based migrant workers, eight have between 500 and 1,000 such workers, eighteen have between 200 and 500, fourteen have between 100 and 200, and twenty-five have between 50 and 100 migrant workers.

   As in Plan 1, no exact data are available for estimating the cost of the suggested educational programs in these seventy-eight counties during the 1963-65 biennium. It is recommended that consideration be given to appropriation of $125,000 for each year of this biennium for the purposes described in Plan 1:

   a. Reimbursing public schools and public junior colleges 100 per cent on necessary program costs described in Plan 1.

   b. Appropriating $15,000 each year of the biennium to the Central Texas Education Agency for administration, supervision, teacher training, research, and development and distribution to schools of instructional materials as described in Plan 1.

Plan 3--In the highest areas or regions of home-based concentrations of migrant workers.

Following are recommendations for consideration under this Plan:

1. Consider making available the programs recommended in Plans 1 and 2.

2. Financing Plan 3. The highest concentrations of migrant workers are in the following regions of the State:

a. A large region in South Texas bounded by the United States-Mexico border from Cameron to Val Verde County, extending east from Val Verde County through Bexar County to San Patricio County, and extending from that county along the coast of the Gulf of Mexico to Cameron County.

b. An area immediately north of Bexar County composed of Guadalupe, Caldwell, Hays, Travis, Williamson, Bell and McLennan Counties.

c. El Paso County and surrounding area.

d. Hale and Lubbock Counties and surrounding areas.

e. Dallas and Tarrant Counties and surrounding areas.

f. Harris County area.

g. Other areas for which incomplete data are available may have sizeable numbers of home-based migrants.

Recommendation is submitted for consideration that Basic and Fundamental Education programs and Homemaking Education programs be made available in each community in these regions on a comparable basis as suggested in Plan 2, and also Occupational Training programs requiring no or only minor equipment and tools.

For Occupational Training programs requiring considerable amounts of equipment and tools, it is suggested that Area Schools be organized as a part of the educational programs of public schools or public junior colleges. Examples of possible Area School locations are as follows:

Laredo Junior College for the region west of the Valley
Pan American Junior College for the southern half of the Valley
Brownsville Junior College for the eastern half of the Valley
Del Mar Junior College in Corpus Christi for the Corpus Christi area
San Antonio Junior College for the area surrounding San Antonio
Austin Public Schools for the Travis, Williamson, Hays, Caldwell County area
Temple Junior College for Bell and McLennan County area
Dallas Public Schools for Dallas County area
Fort Worth Public Schools for the Tarrant County area
Lubbock Public Schools or Plainview Public Schools or both for the Hale and Lubbock County area

El Paso Public Schools for the El Paso area.
Houston Public Schools or San Jacinto Junior College in Harris County area

As in Plans 1 and 2, no exact data are available for estimating the cost of the programs in these regions during the 1963-65 biennium. It is recommended that consideration be given to appropriation of $100,000 for each year of the biennium for these programs, for reimbursing schools 100 per cent on necessary program costs as described in Plans 1 and 2, and that $12,000 be appropriated each year of the biennium to the Central Texas Education Agency for the purposes described in Plans 1 and 2.

Plan 4--Experimental program for the 1963-65 biennium. It is suggested that an appropriation of $15,000 be made to the Central Texas Education Agency for each year of the 1963-65 biennium for the purpose of establishing a comprehensive educational program in Basic and Fundamental Education, Homemaking Education and Occupational Training in one of the most highly concentrated home-based migrant worker areas in the State.

This appropriation would be used to (1) reimburse the public school or public junior college conducting the program on program costs at a 100 per cent rate; (2) pay necessary travel and a portion of the salary of a staff member of the Texas Education Agency to assist the selected school to organize the program and develop instructional materials; and (3) pay the travel expenses of a representative State advisory committee to conduct a study of this experimental program as a part of a comprehensive study to determine the educational needs of migrant workers in the State.

Plan 5--Training of migrant workers and educationally deficient adults on a State-wide basis. Tables and Charts in this study show the high illiteracy rate existing in Texas, with this State of 9,500,000 population having the second highest number of illiterates, second only to New York State, with a population of 17,500,000. Many of the illiterates in this State are migrant workers.

Recommendation is made that a Basic and Fundamental Education program be established in Texas for the purpose of reducing the illiteracy rate in this State.

For a State-wide program, conducted by schools throughout the State, it is recommended that an appropriation of $200,000 be made for each year of the 1963-65 biennium for the following purposes: (1) reimbursing schools on instructional costs; and (2) for $15,000 to be appropriated to the Central Texas Education Agency for one staff position to assist schools in organizing programs, giving supervision to the program, organizing and

assisting in conducting teacher training programs to train teachers of adults, supervising development and distribution of instructional materials and for necessary travel expenses, secretarial services, office equipment, communications and other administrative costs.

Plan 6--As an alternate plan, recommendation is made that $15,000 be appropriated for each year of the 1963-65 biennium to the Central Texas Education Agency to establish experimental Basic and Fundamental Education programs for adults eighteen years of age or older who have completed less than five years of school.

These experimental programs are proposed to be a part of a study of the educational needs of educationally deficient adults, utilizing a State advisory committee in the study.

Funds appropriated for the experimental programs would be used for the part-time salary and necessary travel of a staff member of the Central Education Agency, for reimbursing schools conducting experimental programs on necessary instructional costs, for research and development of instructional materials, payment of travel of members of the State advisory committee, and expenses of clerical services, supplies, communications and other administrative costs of the Central Texas Education Agency.

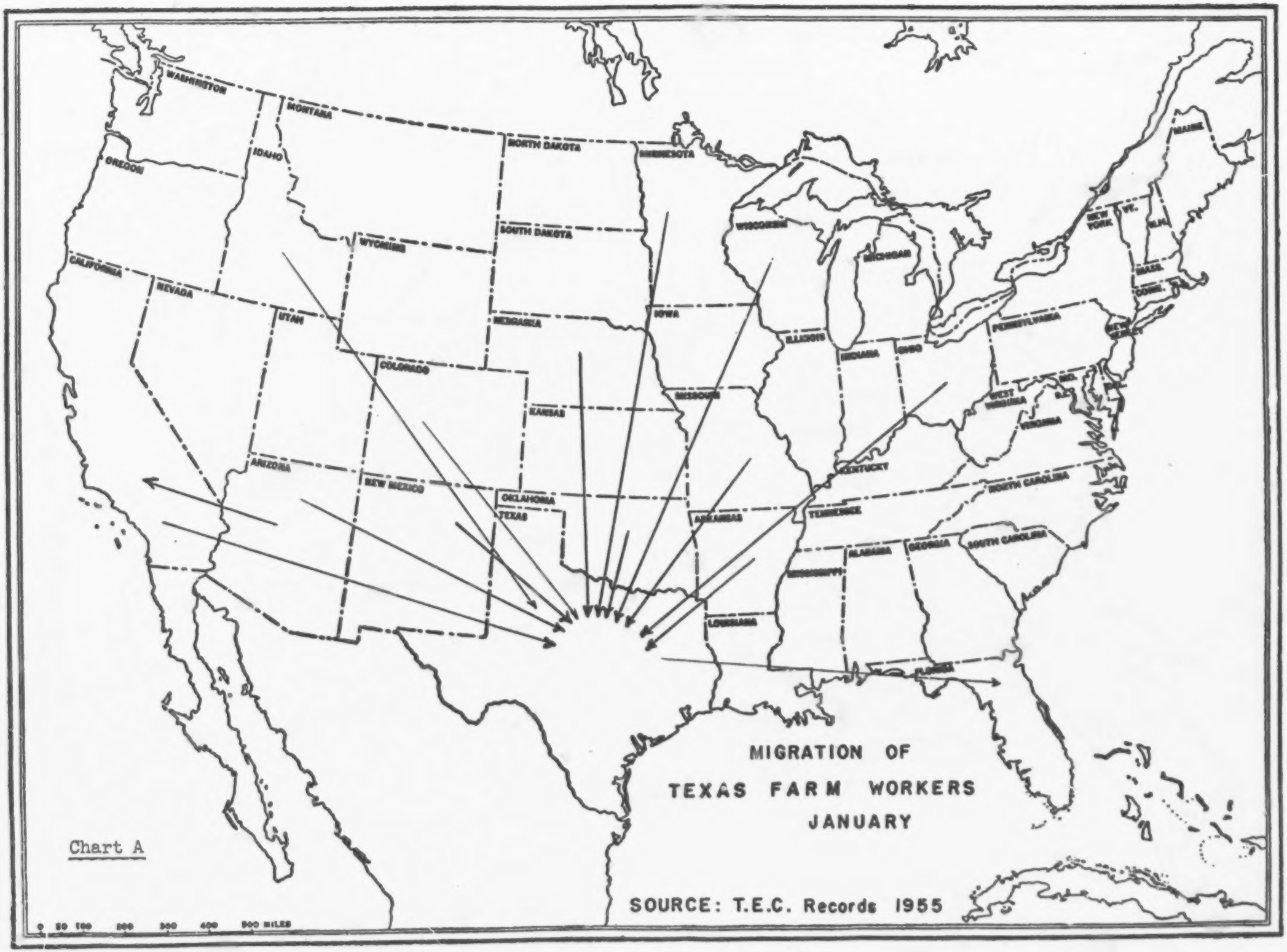
III. Concluding Statement.

Preparation of this report has been made on the basis of providing the Interim Committee on Migrant Labor with as much data and information it has been possible to assemble and compile since the time when the Committee requested the report to be prepared. It is probable this report is incomplete and that additional study should be made of the educational needs of migrant workers -- and of adults who are educationally deficient.

It is earnestly believed that migrant workers and educationally deficient adults should be provided with educational programs such as have been described in this report.

And, it is hoped this report will be valuable to the Committee in its study of the problems of migrant workers -- and of educationally deficient adults -- and in its consideration of possible recommendations to the Fifty-eighth Legislature relative to appropriating funds for programs for these adults, or for providing funds for the further study of their educational needs.

APPENDIX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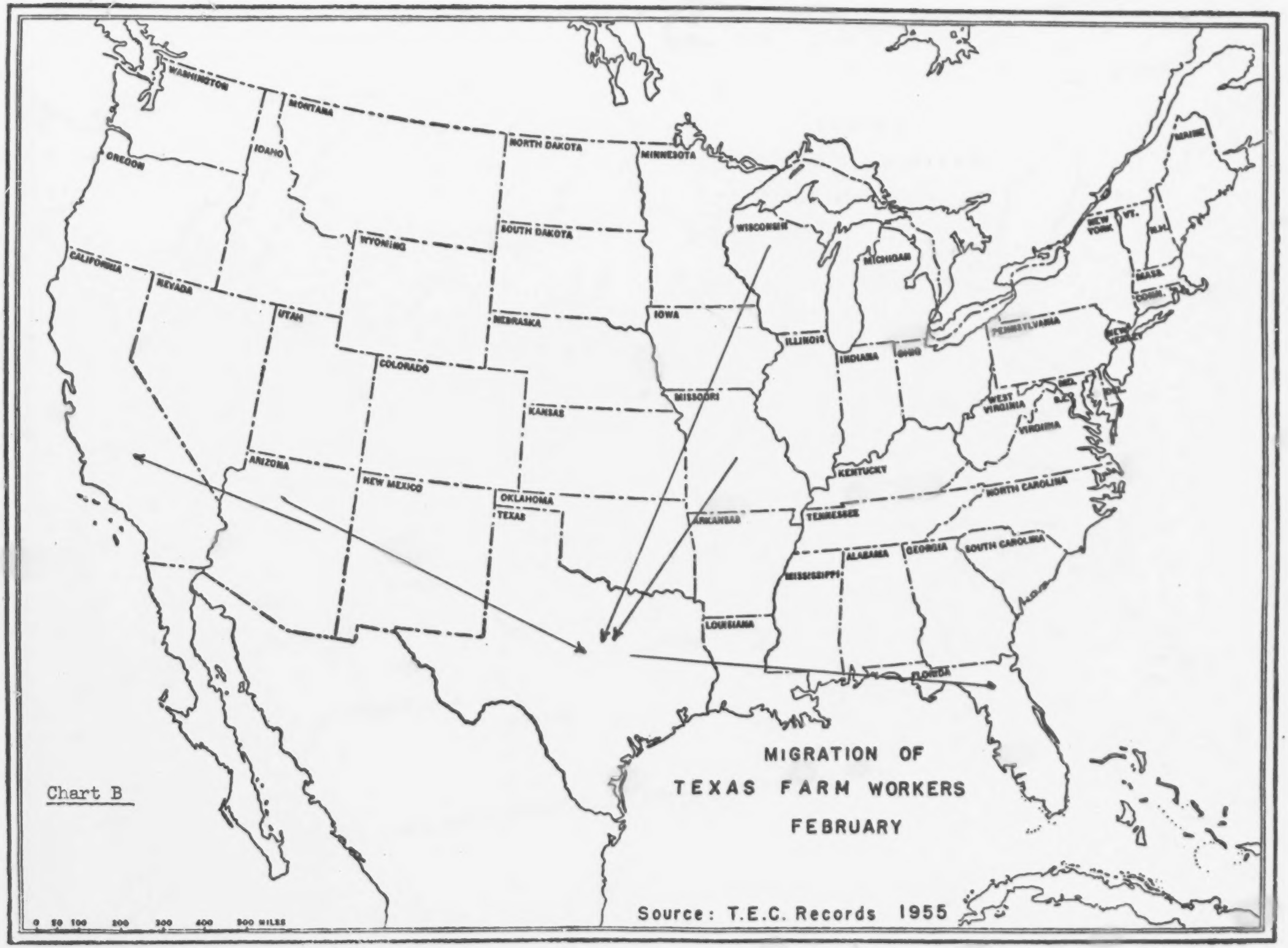
VT.
N.H.
MAINE
MASS.
CONN.
CALIFORNIA
NEVADA
UTAH
NEBRASKA
IOWA
ILLINOIS
INDIANA
OHIO
PENNSYLVANIA
COLORADO
KANSAS
MISSOURI
WEST VIRGINIA
MD.
D.C.
VIRGINIA
KENTUCKY
NORTH CAROLINA
ARIZONA
NEW MEXICO
OKLAHOMA
TEXAS
ARKANSAS
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
SOUTH CAROLINA
LOUISIANA
FLORIDA
MIGRATION OF
TEXAS FARM WORKERS
JANUARY
SOURCE: T.E.C. Records 1955
0 50 100 200 300 400 500 MILES

Chart A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ILLINOIS
INDIANA
OHIO
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MISSOURI
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ARIZONA
NEW MEXICO
OKLAHOMA
TEXAS
ARKANSAS
KENTUCKY
TENNESSEE
LOUISIANA
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
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WEST VIRGINIA
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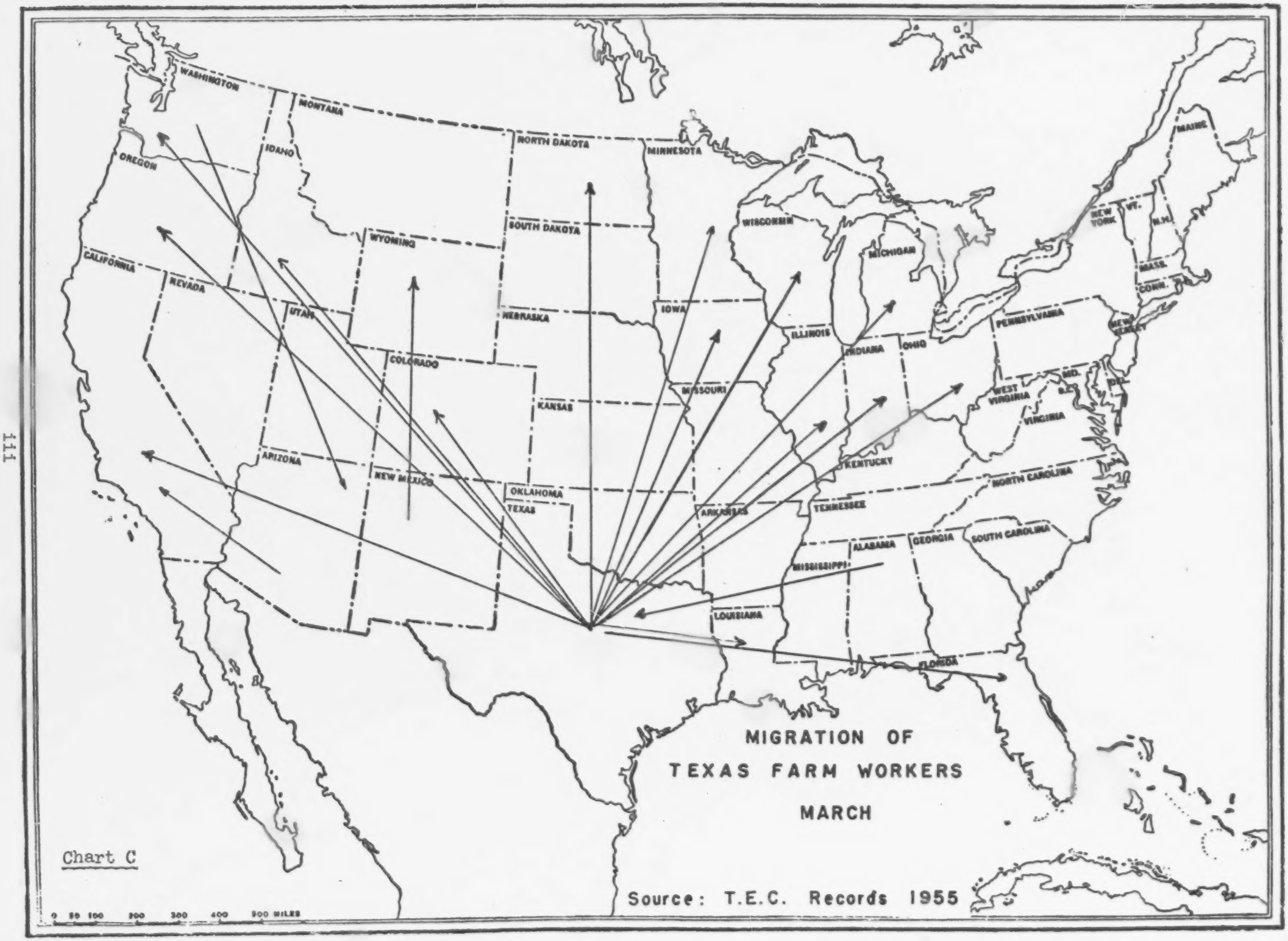
0 50 100 200 300 400 500 MILES
Chart B
MIGRATION OF
TEXAS FARM WORKERS
FEBRUARY
Source: T.E.C. Records 1955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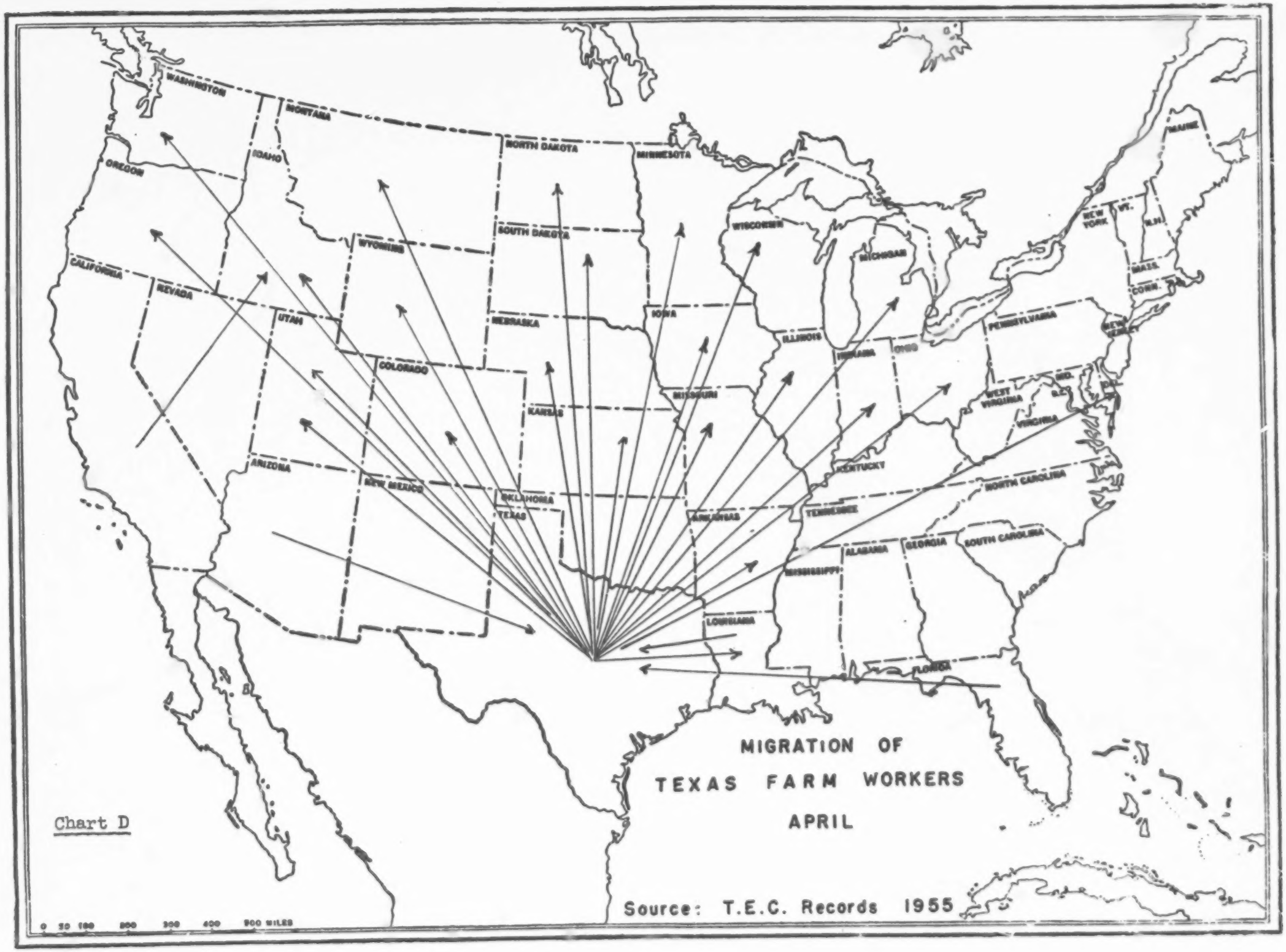
MIGRATION OF
TEXAS FARM WORKERS
MARCH
Chart C
0 50 100 200 300 400 500 MILES
Source: T.E.C. Records 1955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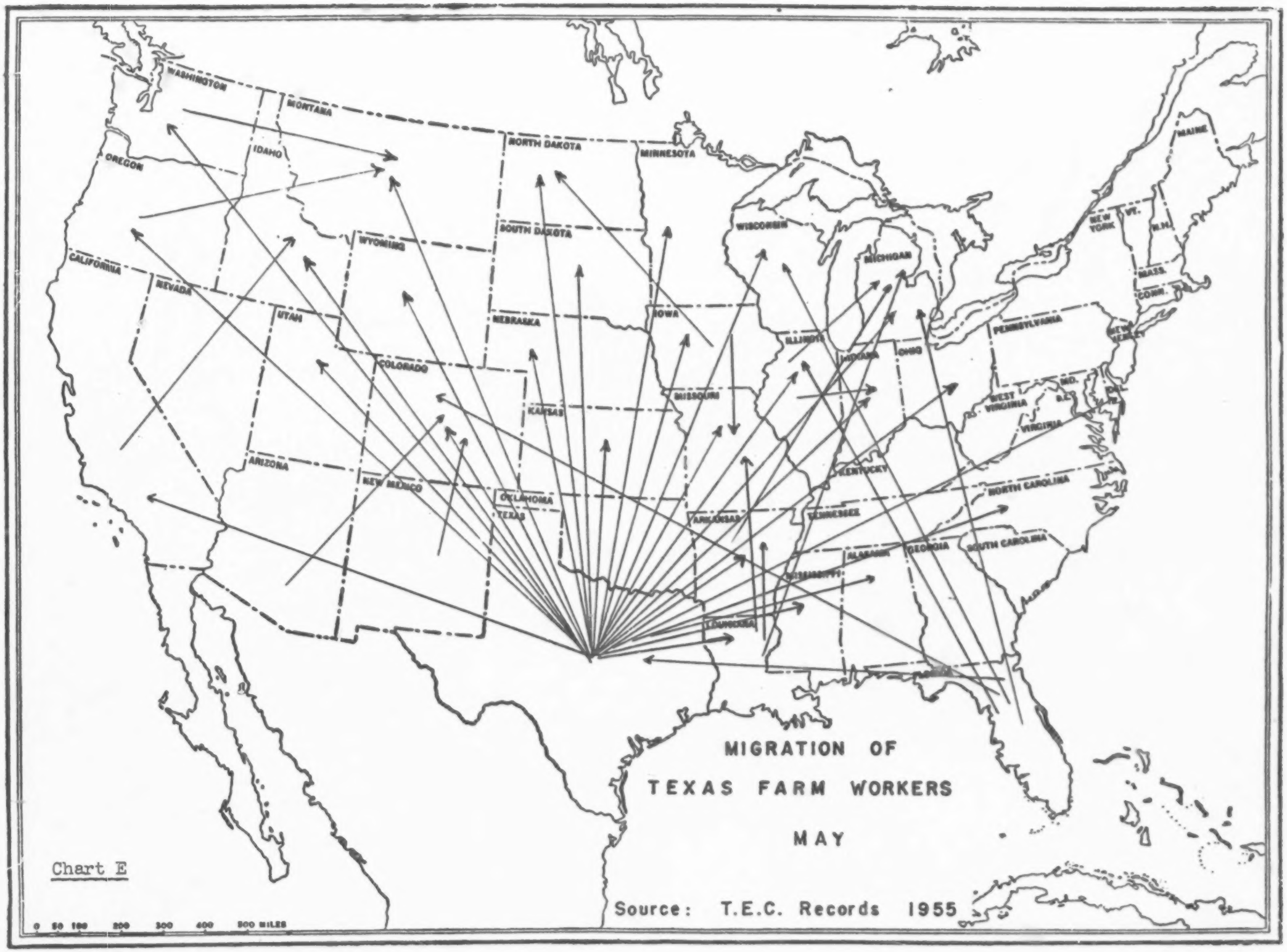
MIGRATION OF
TEXAS FARM WORKERS
APRIL
Chart D
Source: T.E.C. Records 1955
0 50 100 200 300 400 500 MILES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MIGRATION OF
TEXAS FARM WORKERS
MAY
Chart E
Source: T.E.C. Records 1955
0 50 100 200 300 400 500 MILES

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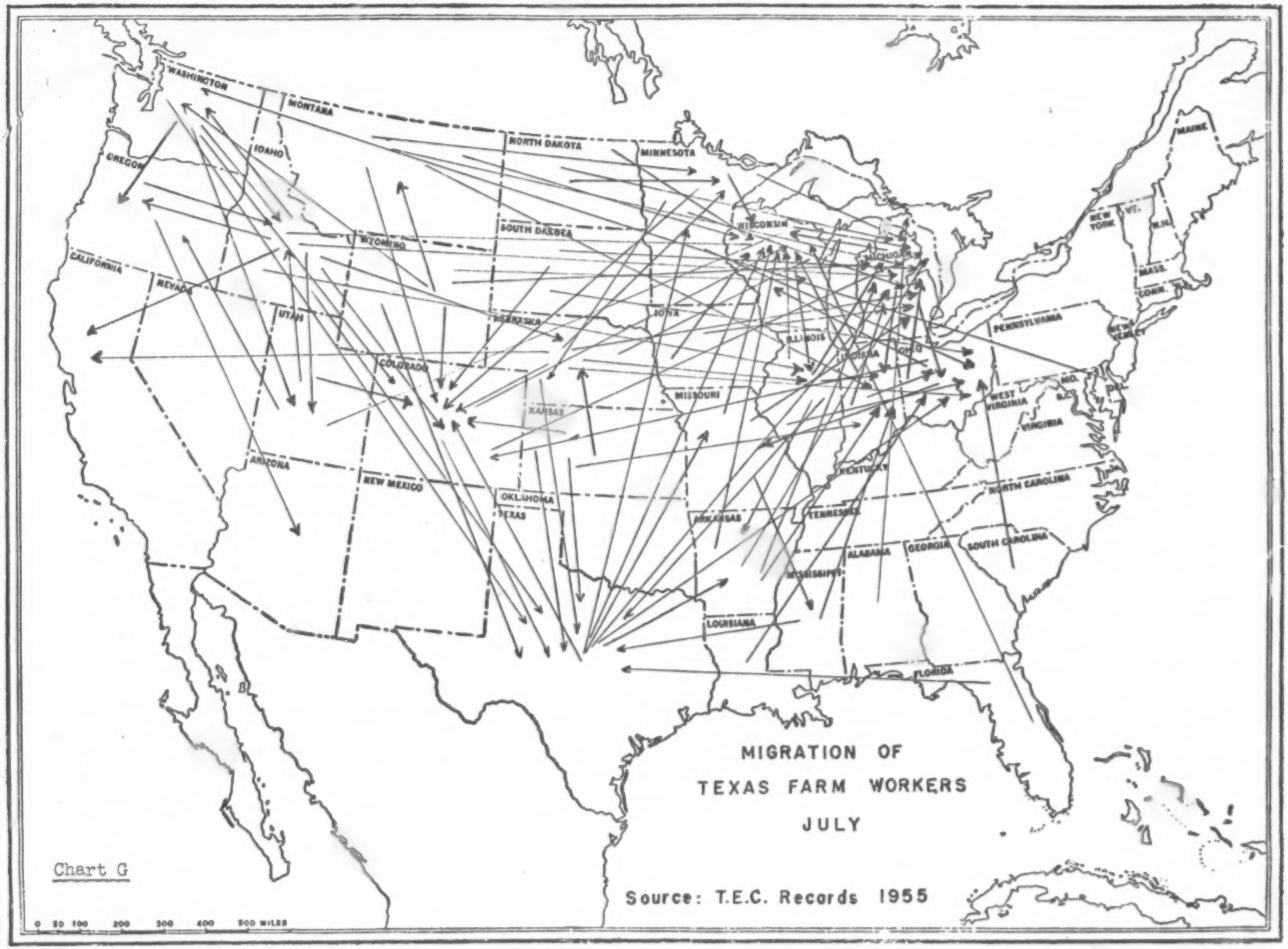
MIGRATION OF
TEXAS FARM WORKERS
JUNE
Chart F
0 50 100 200 300 400 500 MILES
Source: T.E.C. Records 1955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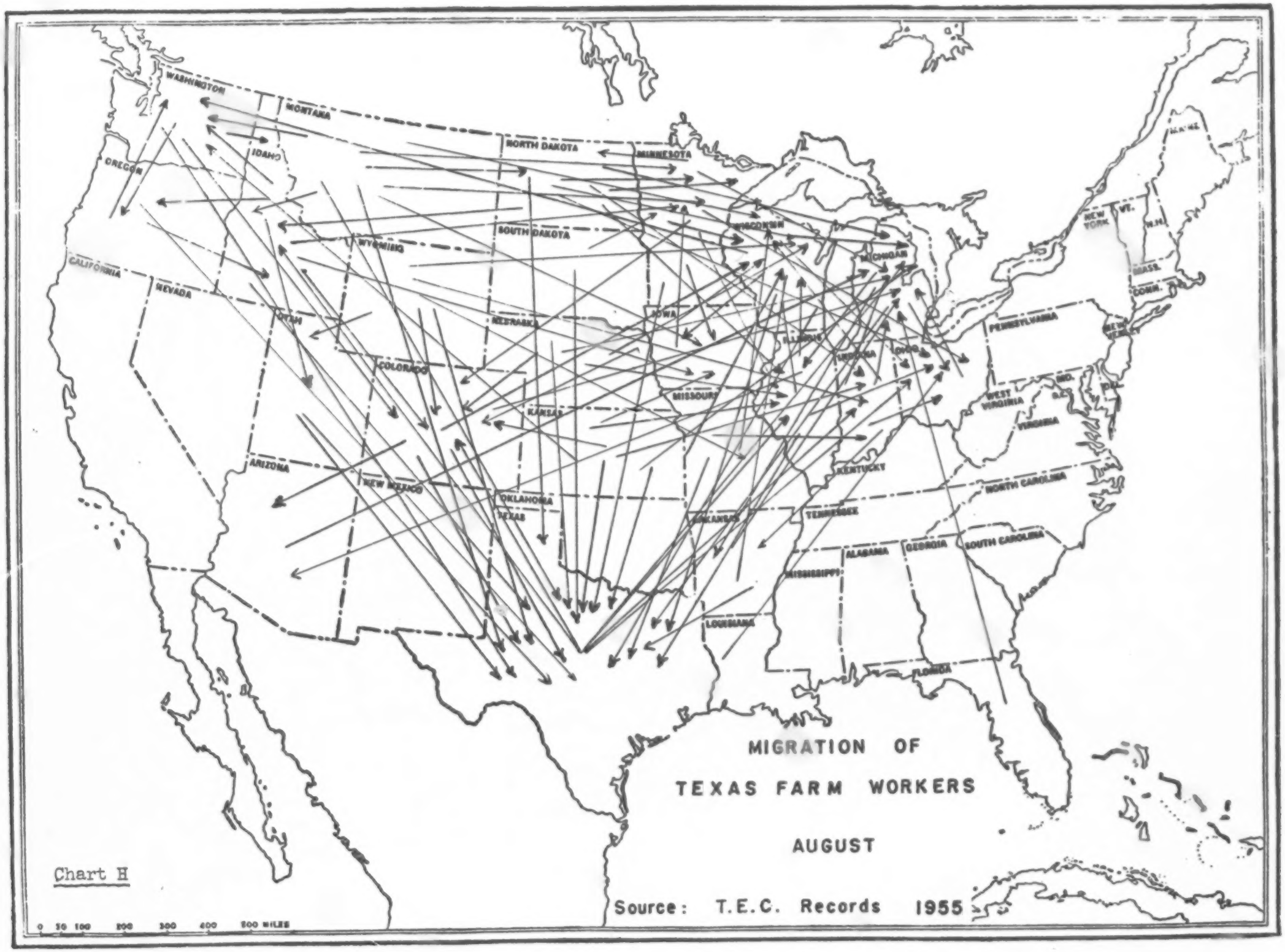
MIGRATION OF
TEXAS FARM WORKERS
JULY
Chart G
Source: T.E.C. Records 1955
0 50 100 200 300 400 500 MILES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MIGRATION OF
TEXAS FARM WORKERS
AUGUST
Source: T.E.C. Records 1955
Chart H
0 50 100 200 300 400 500 MILES

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MIGRATION OF
TEXAS FARM WORKERS
SEPTEMBER
Source: T.E.C. Records 1955
Chart I
0 50 100 200 300 400 500 MILES

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0 50 100 200 300 400 500 MILES
Chart J
MIGRATION OF
TEXAS FARM WORKERS
OCTOBER
Source: T.E.C. Records 1955

WASHINGTON
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MIGRATION OF
TEXAS FARM WORKERS
NOVEMBER
Chart K
Source : T.E.C. Records 1955
0 50 100 200 300 400 500 MILES

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0 50 100 200 300 400 500 MILES
Chart L
MIGRATION OF
TEXAS FARM WORKERS
DECEMBER
Source : T.E.C. Records 1955

ADULT ILLITERATES IN TEXAS
According to TEXAS: GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS
1960 United States Census of Population

Functionally illiterate adults are those who have not completed the first four grades of school. In this study, those completing less than 5 years of school are considered illiterates. Only adults 25 years old and over are included in the figures since those 25 years and older generally have completed their formal education.

The 1960 United States Census of Population reports that 8,300,000 Americans aged 25 and over have completed less than 5 years of school. This represents 8.3 per cent of almost 100 million persons in the population aged 25 and over. Only 10 of the 50 States (Kentucky, Tennessee, Hawaii, Arkansas, Alabama, North Carolina, Georgia, Mississippi, South Carolina, and Louisiana) have a larger per cent of adult illiterates than Texas.

According to TEXAS: GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS, 1960 United States Census of Population, this State has a population of 9,581,528 persons. Of this total for the State, 669,215 persons aged 25 and more have completed less than 5 years of school. Seven per cent of this age group in the total Texas population is classified as adult illiterates.

It is alarming to find that 23 Texas counties have 15 per cent and over of these adult illiterates. These counties are Atascosa, Brooks, Cameron, Dimmit, Duval, Frio, Goliad, Gonzales, Hidalgo, Jim Hogg, Karnes, Kenedy, Kinney, LaSalle, Maverick, Presidio, San Jacinto, Starr, Webb, Willacy, Wilson, Zapata, and Zavala.

When the actual number of illiterates is examined by counties, the situation is even more appalling. Bexar County has 61,748; Harris County, 56,757; Dallas County, 34,257; and Hidalgo County, 33,480. More than 11,000 adult illiterates are found in Webb (11,298), Travis (13,403), Jefferson (16,444), Tarrant (18,590), Nueces (21,637), Cameron (23,455), and El Paso (23,606) counties.

PERSONS 25 YEARS AND OVER COMPLETING LESS THAN 5 YEARS OF SCHOOL, SHOWN BY TEXAS COUNTIES, ACCORDING U. S. CENSUS OF POPULATION, 1960

COUNTY	TOTAL POPULATION	PERSONS 25 YRS & MORE COMPLETING LESS THAN 5 YEARS OF SCHOOL		COUNTY	TOTAL POPULATION	PERSONS 25 YRS & MORE COMPLETING LESS THAN 5 YEARS OF SCHOOL	
		NUMBER	%			NUMBER	%
Anderson	28,162	1,972	7.0	Baylor	5,893	311	5.3
Andrews	13,450	311	2.3	Bee	23,755	2,576	10.8
Angelina	39,814	2,924	7.3	Bell	94,097	4,055	4.3
Aransas	7,006	568	8.1	Bexar	687,475	61,740	9.0
Archer	6,110	232	3.5	Blanco	3,657	227	6.2
Armstrong	1,966	64	3.3	Borden	1,076	31	2.9
Atascosa	18,828	3,108	16.5	Bosque	10,809	771	7.1
Austin	13,777	1,704	12.4	Bowie	59,971	4,527	7.5
Bailey	9,090	477	5.2	Brazoria	76,200	4,071	5.3
Bandera	3,892	215	5.5	Brazos	44,895	3,157	7.0
Bastrop	16,925	2,302	13.6	Brewster	6,434	673	10.5

COUNTY	TOTAL POPULATION	PERSONS 25 YRS & MORE COMPLETING LESS THAN 5 YEARS OF SCHOOL		COUNTY	TOTAL POPULATION	PERSONS 25 YRS & MORE COMPLETING LESS THAN 5 YEARS OF SCHOOL	
		NUMBER	%			NUMBER	%
Briscoe	3,577	144	4.0	Duval	13,398	2,426	18.1
Brooks	8,609	1,439	16.7	Eastland	19,526	1,086	5.6
Brown	24,728	1,408	5.7	Ector	90,995	2,992	3.3
Burleson	11,177	1,514	13.5	Edwards	2,317	339	14.6
Burnet	9,265	543	5.9	Ellis	43,395	3,467	8.0
Caldwell	17,222	2,297	13.3	El Paso	314,070	23,606	7.5
Calhoun	16,592	1,305	7.9	Erath	16,236	637	3.9
Callahan	7,929	405	5.1	Falls	21,263	2,671	12.6
Cameron	151,098	23,455	15.5	Fannin	23,880	2,071	8.7
Camp	7,849	547	7.0	Fayette	20,384	2,581	12.7
Carson	7,781	221	2.8	Fisher	7,861	650	8.3
Cass	23,496	1,963	8.4	Floyd	12,369	784	6.3
Castro	8,923	475	5.3	Foard	3,125	202	6.5
Chambers	10,399	887	8.5	Fort Bend	40,527	5,705	14.1
Cherokee	33,120	3,266	9.9	Franklin	5,101	358	7.0
Childress	8,421	412	4.9	Freestone	12,525	1,062	8.5
Clay	8,351	234	2.8	Frio	10,112	1,969	19.5
Cochran	6,417	425	6.6	Gaines	12,267	473	3.9
Coke	3,589	134	3.7	Galveston	140,364	8,690	6.2
Coleman	12,458	710	5.7	Garza	6,611	428	6.5
Collin	41,247	2,798	6.8	Gillespie	10,048	735	7.3
Collingsworth	6,276	314	5.0	Glasscock	1,118	31	2.8
Colorado	18,463	1,983	10.7	Goliad	5,429	934	17.2
Comal	19,844	2,256	11.4	Gonzales	17,845	2,767	15.5
Comanche	11,865	689	5.8	Gray	31,535	692	2.2
Concho	3,672	307	8.4	Grayson	73,043	3,784	5.2
Cooke	22,560	1,056	4.7	Gregg	69,436	3,611	5.2
Coryell	23,961	588	2.5	Grimes	12,709	1,892	14.9
Cottle	4,207	372	8.8	Guadalupe	29,017	3,366	11.6
Crane	4,699	111	2.4	Hale	36,798	2,486	6.8
Crockett	4,209	274	6.5	Hall	7,322	421	5.7
Crosby	10,347	814	7.9	Hamilton	8,488	472	5.6
Culberson	2,794	289	10.3	Hansford	6,208	73+	1.2
Dallam	6,302	269	2.4	Hardeman	8,275	630	7.6
Dallas	951,527	34,757	3.7	Hardin	24,629	2,157	8.8
Dawson	19,185	1,691	8.8	Harris	1,243,158	56,757	4.6
Deaf Smith	13,187	819	6.2	Harrison	45,594	4,624	10.1
Delta	5,860	464	7.9	Hartley	2,171	62+	2.9
Denton	47,432	1,640	3.5	Haskell	11,174	910	8.1
DeWitt	20,683	2,975	14.4	Hays	19,934	2,615	13.1
Dickens	4,963	408	8.2	Hemphill	3,185	84	2.6
Dimmit	10,095	2,116	21.0	Henderson	21,786	1,867	8.6
Donley	4,449	223	5.0	Hidalgo	180,904	33,480	18.5

COUNTY	TOTAL POPULATION	PERSONS 25 YRS & MORE COMPLETING LESS THAN 5 YEARS OF SCHOOL		COUNTY	TOTAL POPULATION	PERSONS 25 YRS. & MORE COMPLETING LESS THAN 5 YEARS OF SCHOOL	
		NUMBER	%			NUMBER	%
Hill	23,650	2,091	8.8	Lubbock	156,271	6,959	4.5
Hockley	22,340	1,240	5.5	Lynn	10,914	1,220	11.2
Hood	5,443	211	3.9	McCulloch	8,815	829	9.4
Hopkins	18,594	1,115	6.0	McLennan	150,091	8,949	6.0
Houston	19,376	2,068	10.7	McMullen	1,116	102	9.1
Howard	40,139	1,807	4.5	Madison	6,749	687	10.2
Hudspeth	3,343	294	8.8	Marion	8,049	700	8.7
Hunt	39,399	2,057	5.2	Martin	5,068	388	7.6
Hutchinson	34,419	610	1.8	Mason	3,780	248	8.5
Irion	1,183	106	8.9	Matagorda	25,744	2,418	9.4
Jack	7,418	314	4.2	Maverick	14,508	2,926	20.1
Jackson	14,040	1,453	10.3	Medina	18,904	2,395	12.6
Jasper	22,100	2,126	9.6	Menard	2,964	313	10.5
Jeff Davis	1,582	236	14.9	Midland	67,717	2,024	3.0
Jefferson	245,659	16,444	6.7	Milam	22,263	2,386	10.7
Jim Hogg	5,022	1,093	21.8	Mills	4,467	197	4.4
Jim Wells	34,548	4,903	14.2	Mitchell	11,255	841	7.5
Johnson	34,720	1,761	5.1	Montague	14,893	851	5.7
Jones	19,303	1,347	7.0	Montgomery	26,839	2,516	9.4
Karnes	14,995	2,382	15.9	Moore	14,773	230	1.6
Kaufman	29,931	3,102	10.4	Morris	12,576	851	6.7
Kendall	5,889	414	7.0	Motley	2,870	202	7.0
Kenedy	884	205	23.2	Nacogdoches	28,046	2,410	8.6
Kent	1,727	53	3.1	Navarro	34,423	3,040	8.8
Kerr	16,800	1,434	8.5	Newton	10,372	1,172	11.3
Kimble	3,943	281	7.1	Nolan	18,963	911	4.8
King	640	48	7.5	Nueces	221,573	21,637	9.8
Kinney	2,452	418	17.0	Ochiltree	9,380	183	2.0
Kleberg	30,052	3,006	10.0	Oldham	1,928	304	1.6
Knox	7,857	597	7.6	Orange	60,357	3,125	5.2
Lamar	34,234	2,725	8.0	Palo Pinto	20,516	1,061	5.2
Lamb	21,896	1,496	6.8	Panola	16,870	1,506	8.9
Lampasas	9,418	666	7.1	Parker	23,808	881	3.7
LaSalle	5,972	1,420	23.8	Parmer	9,583	498	5.2
Lavaca	20,174	2,613	12.9	Pecos	11,957	1,223	10.2
Lee	8,949	1,061	11.8	Polk	13,861	1,538	11.1
Leon	9,951	1,080	10.8	Potter	115,580	2,481	2.1
Liberty	31,595	3,589	11.4	Presidio	5,460	881	16.1
Limestone	20,413	2,735	13.4	Rains	2,993	201	6.7
Lipscomb	3,406	151	4.4	Randall	33,913	229	.7
Live Oak	7,846	1,072	13.6	Reagan	3,782	137	3.6
Llano	5,240	273	5.2	Real	2,079	220	10.6
Loving	226	194	8.4	Red River	15,682	1,520	9.7

COUNTY	TOTAL POPULATION	PERSONS 25 YRS & MORE COMPLETING LESS THAN 5 YEARS OF SCHOOL		COUNTY	TOTAL POPULATION	PERSONS 25 YRS & MORE COMPLETING LESS THAN 5 YEARS OF SCHOOL	
		NUMBER	%			NUMBER	%
Reeves	17,644	2,282	12.9	Titus	16,785	1,117	6.7
Refugio	10,975	1,323	12.0	Tom Green	64,630	4,014	6.2
Roberts	1,075	264	2.4	Travis	212,136	13,403	6.3
Robertson	16,157	2,041	12.6	Trinity	7,539	963	12.8
Rockwall	5,878	552	9.4	Tyler	10,666	1,126	10.5
Runnels	15,016	1,083	7.2	Upshur	19,793	1,409	7.1
Rusk	36,421	2,734	7.5	Upton	6,239	255	4.1
Sabine	7,302	837	11.5	Uvalde	16,814	2,437	14.4
San Augustine	7,722	836	10.8	Val Verde	24,461	2,951	12.1
San Jacinto	6,153	1,019	16.5	Van Zandt	19,091	1,621	8.5
San Patricio	45,021	3,688	8.2	Victoria	46,475	4,512	9.7
San Saba	6,381	431	6.7	Walker	21,475	2,325	10.9
Schleicher	2,791	191	6.8	Waller	12,071	972	8.1
Scurry	20,369	917	4.5	Ward	14,917	773	5.2
Shackelford	3,990	163	4.1	Washington	19,145	2,559	13.3
Shelby	20,479	2,011	9.8	Webb	64,791	11,298	17.4
Sherman	2,605	43	1.6	Wharton	38,152	4,672	12.2
Smith	86,472	4,330	5.0	Wheeler	7,947	239	3.0
Somervell	2,577	240	9.3	Wichita	123,528	4,425	3.6
Starr	17,137	3,809	22.2	Wilbarger	17,748	1,188	6.7
Stephens	8,885	388	4.3	Willacy	20,084	3,717	18.5
Sterling	1,177	56	4.8	Williamson	35,044	2,650	7.6
Stonewall	3,017	159	5.3	Wilson	13,267	2,267	17.1
Sutton	3,738	501	13.4	Winkler	13,652	462	3.4
Swisher	10,607	493	4.6	Wise	17,012	817	4.8
Tarrant	538,956	18,590	3.4	Wood	17,653	1,390	7.9
Taylor	101,078	3,744	3.7	Yoakum	8,032	233	2.9
Terrell	2,600	350	13.4	Young	17,254	634	3.7
Terry	16,286	1,076	6.6	Zapata	4,393	1,003	22.8
Throckmorton	2,767	133	4.8	Zavala	12,696	2,845	22.4
				TOTALS	9,581,528	669,215	7.0